



## THE ABBEY CE VA PRIMARY SCHOOL

Together we learn, we care, we achieve –  
for ourselves, for each other, and for the community in which we live.

# SEND Policy

**Implementation Date: July 2024**

**Review Date: July 2027**

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## **Statement of intent**

This SEND Policy documents how we at the Abbey CE VA Primary School meet the needs of all pupils including pupils with special educational needs and/or disabilities (SEND). It reflects the statutory requirements outlined below, and the actual practice of the school.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEND Information Report Regulations (2014)
- Part 3 of the Children and Families Act 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

This policy was created by the school's SENCO (Kate Crisp) with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND. The current Code of Practice requires liaison of all stakeholders to co-produce policies.

### **SECTION 1:**

People responsible for managing our school's response to the provision we make for children and young people with SEND:

Head Teacher

[head@abbey.herts.sch.uk](mailto:head@abbey.herts.sch.uk) 01727 851802

SENCO –Mrs Crisp (Qualified Teacher and member of the SLT)

[senco@abbey.herts.sch.uk](mailto:senco@abbey.herts.sch.uk) 01727 851802

Head of Key Stage 1 –Mrs Fraser

[f.fraser@abbey.herts.sch.uk](mailto:f.fraser@abbey.herts.sch.uk) 01727 851802

Head of Key Stage 2-Mrs Huntley

[d.huntley@abbey.herts.sch.uk](mailto:d.huntley@abbey.herts.sch.uk) 01727 851802

SEND Governor-Katie Wright

[Govk.wright@abbey.herts.sch.uk](mailto:Govk.wright@abbey.herts.sch.uk)

### **Vision Statement**

To build foundations, inspired by Christian values, that nurture and empower confident citizens of the future to lead and serve.

### **General Statement**

Every teacher is a teacher to all children and young people including those with SEND. All children have the right to be educated with their peer group, and have the opportunity to join fully with their peers in accessing the curriculum and in the life of the school. At the Abbey School we are committed to promoting the inclusion of all children whatever their age, ability, gender, race or background.

## **SECTION 2:**

### **Aims**

The Abbey School aims to provide all pupils with strategies to support their needs in an encouraging environment, and to give them meaningful access to the National Curriculum. We will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that all who are likely to work with them understand these needs. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities.

In particular we aim to:

- Ensure all pupils achieve their best
- Be aspirational for all pupils
- Recognise, value and celebrate pupils' achievements
- Ensure all students receive a broad and balanced curriculum that is relevant and adaptive.
- Provide quality first teaching which makes learning challenging and enjoyable
- Safeguard the interest of all pupils in the school
- Promote individual confidence and a positive attitude
- Help all pupils develop their personalities, skills and abilities
- Identify special educational needs as early as possible.
- Follow the Graduated Approach of 'Assess, Plan, Do, Review' (APDR) cycle to respond to pupils' special educational needs.
- Operate a person-centred approach to the provision of support for pupils with special educational needs, using Pupil Profiles to collect pupil voice.
- Involve parents/carers in planning and supporting at all stages of their child's development.
- Work collaboratively with parents, outside professionals, agencies and support services.
- To provide training, support and advice for all staff working with pupils with SEND.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND policy.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- Keep up to date with changes in Government Legislation
- Ensure any discrimination or prejudice is eradicated

## SECTION 3:

### Definition

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### Areas of SEND

There are 4 broad areas of need in the Code of Practice which provide an overview of the range of needs the Abbey School will make provision for. These are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

## SECTION 4:

### Identification

The purpose of identification is to work out what action our school needs to take, not to fit a pupil into a category.

The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils. The benefits of early identification and making effective provision have been proven to improve the long-term outcomes for the child.

Children who have Special Educational Needs may be identified in a number of ways:

- Teacher observation – staff may make informal classroom and playground observation of children's approaches to learning and socialising.
- Parent observations - Parents are encouraged to make contact with the class teacher to share any concerns they have regarding their pupil. We take the view of the parent very seriously and involve them in the whole process. We also involve the pupil and encourage them to give their views too.
- Teacher Assessment – Formative assessment in the school is ongoing to ensure that every pupil is making expected progress. Regular assessments ensure any children making less than expected progress in relation to their age are quickly identified. This can include progress in areas other than attainment, for example with wider development or social needs.
- Pupil Progress Meetings - All formative and summative assessments are analysed in detail during termly Pupil Progress meetings with the Class Teachers, Senior Leadership Team and SENCO to identify individual children 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

- External Agencies – when concerns are raised by external agencies where intervention is already in place.
- Previous setting – when information is provided by a previous setting.

If a parent has a concern about their child's learning, the first person to speak to is the class teacher or head of Key Stage. The class teacher may suggest a further conversation with our SENCO (Special Educational Needs Co-ordinator) Mrs Crisp, and in some cases the Headteacher, Mrs O'Melia.

## **SECTION 5:**

### **Quality First Teaching**

Quality first teaching means high quality adaptive teaching in which:

- teachers are responsible and accountable for the progress and development of all the pupils in their class
- each child's education is planned for by the class teacher, and teaching and learning is adapted to suit the needs of individual children.
- a range of teaching and learning styles are used in the classroom to best support the needs of the children.
- reasonable adjustments are made in order to achieve the best possible outcomes for all children. This may include adapted materials, specific resources, and/or additional support by the teacher or one of our skilled and passionate Teaching Assistants (TAs).

Quality first teaching, adapted for individual pupils, is the first step in responding to pupils who are not making adequate progress.

### **Interventions**

Where a specific area of difficulty has been recognised then the child may be included in a short-term intervention for targeted support.

- Interventions can be small groups of children or 1:1 and will be focused on helping the children make progress towards a set intended outcome.
- Interventions are generally run by our teaching assistants though the class teacher or SENCo will determine the content and will support the TA to run the intervention effectively.
- An intervention will normally run for 6 – 8 sessions at which point the impact of the intervention will be assessed.

Taking part in an intervention does not automatically mean that a child has SEND.

### **SEND Support and The Graduated Approach**

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress despite high quality teaching and if they require provision that is different or additional to that normally available to pupils of the same age.

Once a potential special educational need has been identified the school will employ the graduated approach to meet the pupil's needs:

#### Assess

In collaboration with the SENCO, teachers assess the child's strengths and needs. Pupil voice is collected using a 'Pupil Profile'. This will be completed with the pupil to inform future provision.

#### Plan

The SENCO and teacher will meet with parents to plan possible intervention and support to be put in place, as well as the expected impact on progress and development. As an inclusive school we offer a range of provision to support children with SEND.

#### Do

Interventions and support will be put in place, with support from the SENCO. Interventions will have a clear intended outcome and a set length of time in which they will run.

#### Review

Intervention and support will be reviewed to assess the impact and amendments will be made if necessary.

### **Learning Passports**

To track the graduated approach, children with SEN will have a Learning Passport.

A Learning Passport will involve parents, pupil, teacher and SENCO in forming a child and parent friendly record that sets out 2 or 3 individual intended outcomes. The teacher, SENCO and parents will identify the intended outcomes for the child and will discuss how the child will be supported in order for progress to be made. The SENCO will ensure that guidance from external agencies, that are involved in working with a pupil, is reflected within the Learning Passport.

A Pupil Profile will be completed with the child in order to identify their strengths, what they find challenging and how they like to be supported in their learning and this will inform discussions in creating a Learning Passport.

### **Education, Health and Care Plans (EHCP)**

If a child's needs are more complex then a formal assessment for an Education Health and Care Plan (previously known as a Statement) may take place after discussion with parents and other agencies working with the child.

### **Monitoring pupils needs on the SEND register**

Learning Passports are reviewed every term. Parents/carers are invited to attend a 30-minute meeting with the child's class teacher and SENCO. During Learning Passport meetings previous targets are reviewed and new targets are agreed between all parties. Sometimes it is no longer necessary for a child to be on the school's SEN register and to have a Learning Passport. This would also be discussed at a Learning Passport meeting with parents/carers.

In addition to termly meetings to review their Learning Passport, for any child with an EHCP an annual EHCP review meeting will also be held.

## **SECTION 6:**

### **Supporting Pupils and Families**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and pupils. In doing so we enable parents and pupils with SEND to express their needs, wishes and goals.

The LA is required to set out a Local Offer which will include information about services available for children and young people with SEND in Hertfordshire and how they can be accessed. It will include information about schools, health, social care and support organisations. The LA Local Offer is published and can be viewed here [The Hertfordshire SEND Local Offer](#).

The school has a statutory requirement to provide a SEND Information Report for parents/carers, which can be found on the school's website.

### **Admissions**

The school follows LA and agreed admission and equal opportunities policies with regards to pupil admissions to the school.

We value the importance of effective induction procedures with pre-school visits, parent meetings and review of previous records. Before a child with known special educational needs starts school, the Reception teacher, Head Teacher, Key Stage Lead or SENCO may make a Nursery visit. The school will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has special educational needs.

It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

Where a child has complex physical needs, consideration must be given to whether the limitations of our site will prevent access or create a barrier to learning and participation.

At the Abbey School, every effort will be made to provide support for families from ethnic minorities, especially those who speak English as an additional Language or who have come into the country recently. Assistance will be sought from bi-lingual teachers, if translation is necessary.

For admissions forms and guidance see here [Admissions – The Abbey CE VA Primary School](#)

### **Access Arrangements**

The SENCO and the Head Teacher are responsible for access arrangements for examinations. This means, where appropriate, applying for additional time for exams/assessments, providing a quiet room with small breaks, making arrangements for hearing or visually impaired pupils or dis-applying a pupil for a particular reason.

### **Transition**

Moving between year groups at Abbey School;

- Each class will meet their new teacher and classroom during the summer term and will have the opportunity to ask questions
- Where pupils need help moving from class to class, the SENCo will work with class teacher and Tas to allow time and provision to aid this. Transition books are made for individuals who may need additional support in transition to a new class

On joining our school;

- Our reception teacher visits nursery settings of as many ~~is~~ as possible of our new starters and liaises with the nursery on appropriate provision for pupils.
- Sometimes it will be necessary for the SENCO and Head Teacher to make a visit to meet the child, parents and people working with the child.
- For pupils with SEND we may introduce a phased start to school, building up to full time attendance.

On Year 6 transition;

- PSHE lessons aim to prepare all pupils for the next stage of their schooling
- Class teacher meets a member of the Year 7 team from the secondary school
- SENCO liaises with SENCOs from secondary school.
- SENCO will aim to arrange additional visits to their secondary school.
- All records are passed on and additional telephone conversations or meetings are held as appropriate
- Transition books are made to help the child prepare if necessary.

## **SECTION 7:**

### **Supporting Pupils at School with Medical Conditions**

The Abbey 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 and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special education provision.

We provide Specialist training for staff to deliver medical interventions and keep all medical equipment well maintained. We liaise with NHS medical staff and the school nurse to monitor and update care plans. Children who have more extensive medical needs will be discussed before joining the school so that the appropriate care plan can be put in place, adaptations can be made to the environment and staff can be trained in the child's medical

needs. We are in regular contact with our school nurse who will visit, advise and help produce a care plan when necessary.  
and help produce a care plan when necessary.

The office holds a photo summary sheet for those pupils with allergies and medical needs. We routinely test emergency procedures and have a team approach to carrying out emergency interventions. (See managing medicines policy)

### **SECTION 7: Training and Resources**

The school budget includes money for supporting children with SEND. The governing body and the Head Teacher decide on how to use the money for additional support or resources depending on the needs of the school.

Sometimes, additional funding (Local Higher Needs Funding) can be applied for to the LA for children with exceptional needs.

Any child with an EHCP receives 'top up funding' which is decided by the LA when the EHCP is issued following consultation with school and parents.

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. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO or Head Teacher 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 SENCO regularly attends the local Cluster network meetings in order to keep up to date with local and national updates in SEND.

### **SECTION 8: Roles and Responsibilities**

Provision for children with SEND is a matter for the school as a whole. It is the class teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff in the school are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs as part of a graduated approach.

The Governing Body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN Governor), who has a particular focus on this aspect of the school.

#### **Class teachers have responsibility for:**

- They set high expectations and are aspirational for every pupil

- Using a range of teaching and learning styles in the classroom to best support the needs of all children; including the use of appropriate resources and materials for pupils
- Early identification of pupils with SEND
- Including pupils with SEND in the classroom and all school activities, wherever possible
- Providing an appropriately adapted curriculum, drawing on support from the SENDCo for appropriate strategies to support inclusion
- Planning and reviewing support for their pupils with SEND, in line with the assess, plan, do, review model, in collaboration with the SENCO and parents.
- Writing Learning Passports and provision mapping, with support from SENCO
- They work in collaboration with other staff who may support children with SEND providing clear and specific guidance.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND

The Head Teacher and the SENCO will work together to ensure implementation of the SEND.

**The headteacher has responsibility for:**

- The management of all aspects of the school's work, including provision for pupils with SEND
- Ensuring all staff are aware of the need to identify and make suitable provision for pupils with SEN;
- Reporting annually to the Governing Body on its effectiveness.
- Keeping the Governing Body informed about SEND issues, alongside the SENCO
- Managing the SEND budget
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors.

**The SENCo has responsibility for:**

- Maintaining the school's SEND Register and records
- Monitoring and supporting identification and progress of children with SEND
- Supporting good practice in the classroom, including the use of a range of teaching and learning styles; the use of appropriate resources and materials for pupils with SEND and the effective use of personnel in the classroom
- Supporting class teachers to write effective Learning Passports for pupils with SEND, including using SMART targets and ensuring Learning Passport targets are reflected in teachers' planning
- Monitoring pupil progress with SLT through Pupil Progress meetings.
- Liaising with parents of pupils with SEND
- Timetabling Teaching Assistants across the school (with the Head Teacher)
- Identifying professional development needs of all staff and organising/leading appropriate INSET
- Completing requests for Education, Health and Care Plan assessments, referrals to outside agency support or applications for Local High Needs Funding

- Liaising with outside agencies, arranging and attending meetings, and providing a link between these agencies, class teachers, pupils and parents
- Keeping up-to-date with any changes on a local or national level with regard to SEND, and informing staff
- Liaising with the governor responsible for SEND
- Liaising with future school settings to ensure that pupils and parents are informed of their options and to aid a smooth transition.

### **The Governing Body will ensure**

- SEN provision is an integral part of the School Improvement Plan
- They have regard to the requirements of the SEND Code of Practice 0-25, 2015
- They raise awareness of SEND issues at governing board meetings
- They Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- They work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **SECTION 9: Relationship with other policies**

This policy should be read in conjunction with the policies on confidentiality, teaching and learning, the school curriculum, equality and assessment, recording and reporting, administration of medicines policy and supporting children with medical conditions in school. The accessibility plan is an integral part of this policy. It should also be read alongside the SEN Information Report.

### **SECTION 10: Dealing with Complaints**

See the Abbey School's Complaints Policy:  
[Policies – The Abbey CE VA Primary School](#)

### **SECTION 11: Bullying**

See the Abbey School's Anti- Bullying Policy:  
[Policies – The Abbey CE VA Primary School](#)

The Anti – Bullying Policy details steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at the Abbey School. Assemblies, class discussions and group work in PSHE help educate the whole school. We safeguard the needs of pupils with SEND by promoting independence and by building resilience in their learning through a structured and supported environment.