



Abel Smith
School Established
1861

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SEND Policy

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Documents that inform this policy are:

- Teaching and Learning Policy
- Assessment Policy

Not Confidential



SEND Policy

This policy has been reviewed to reflect the SEND Code of Practice 2015

This policy must be read in conjunction with Abel Smith's Statutory Information Report which can be found both in the policies and SEND section of the website.

It is recommended that this policy is also read in conjunction with the policies on Teaching and Learning, Assessment for Learning, Inclusion, Equal Opportunities and Harassment.

Abel Smith believes in the unique child. We aim to provide an environment that facilitates every child to fulfil their learning potential and be equipped with the necessary knowledge and skills to transfer successfully to secondary school.

We are committed to providing a broad and balanced curriculum. We regard every child as an individual learner. Quality first teaching in every class provides a personalised curriculum that uses a range of strategies to engage and motivate children. The learning and teaching staff facilitate children to take ownership of their learning and make sustained progress over time.

Abel Smith acknowledges and respects the fact that a child may have special educational needs and/or disability at any time during, or, throughout their school career. We recognise that children acquire, assimilate and communicate information at different rates and therefore need a range of different teaching approaches and experiences to access the curriculum successfully. Collectively, we provide an inclusive environment in which all pupils are given strategies for dealing with their needs.

This policy ensures that the taught curriculum and assessment for children with special educational needs and/or disability (SEND) takes account of the type and extent of the difficulty experienced by the child.

The SEND Code of Practice (2015) states that:

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to pupils of the same age.'

At the heart of our ethos is that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, to better respond to the four areas of need identified in the new Code of Practice (September 2014).

These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Abel Smith has a named SENCo (**Mrs Berry**) who is currently undertaking the Government SENCO qualification and a named Governor (**Mr Sheffield**) responsible for SEND.

Abel Smith School aims to:

- Enable every child to experience success
- Promote individual confidence and a positive attitude to school
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Identify, assess and regularly review a child's progress and needs
- Involve parent/carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Equal Opportunities and Inclusion

Throughout the curriculum we ensure that Abel Smith meets the needs of all, taking account of gender, ethnicity, culture, religion, sexual orientation, age, ability, disability and social circumstances. It is important at Abel Smith that the diverse needs of pupils are met to ensure inclusion for all and that all pupils are prepared for full participation within our varied society.

We measure and assess the impact of our practice regularly through meetings with our SEND Coordinator and individual teachers to ensure all children have equal access to succeeding in all aspects of school life.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage and own their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identification, Assessment and Provision

We assess each child's level of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the pre-school years. If the child already has an identified special education need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

Monitoring Children's Progress

The school system for observing and assessing the progress of individual children generates information that highlights children that are not making at least good progress. In this circumstance, teachers will monitor and may consult with the SENCo to consider additional support for the child over and above that which is normally available within the particular class.

The main factor in determining if a child should need additional action is when their rate of progress is inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's social and emotional behaviour.

In order to help children with special education needs, Abel Smith adopts a graduated response. This may include seeking specialist expertise, if the SENCo considers that the school based interventions are not having the expected impact on the individual.

School based interventions are documented using Individual Education Plans (IEPs). These inform a provision map. If a child is referred by the school for statutory assessment/Education Health and Care Plan, the school will provide the Local Education Authority (LEA) with all the necessary documentation.

Initially, any concern is highlighted and addressed by the class teacher. They will plan and act to address the need. Parents may be consulted at this time and a specific intervention put in place and monitored for a period of up to 6 weeks. If insufficient progress is made after this time the child may be added to the school SEN register with parental permission.

After a discussion with the SENCo the class teacher will provide additional interventions that are in addition to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCo, parents and child.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes insufficient progress, even when teaching approaches are targeted towards a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills with result in poor attainment in some curriculum areas.
- Presents persistent emotional or behaviour difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist resources.
- Has communication and/or interaction difficulties, and continues to make little or no progress.

Working in partnership with parents

Working in partnership is fundamental in enabling children with SEND to achieve their full potential. We recognise that parents hold key information and have knowledge and experience to contribute to a shared view of a child's needs.

At each stage of a child's educational journey parents are kept informed of their child's progress through regular meetings. This helps to shape the provision for their child and takes into account the wishes, feelings and unique knowledge of parents and carers. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children with special education needs often have a unique awareness of their own needs and a clear view about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Parents are welcome to discuss issues regarding their child at any time during the course of the school year. The school procedure is to make an appointment with the class teacher, via the school office. If it is not appropriate to speak to the teacher or the parent or pupil is still concerned following a discussion with the teacher, make an appointment to meet with the SENCo.

The nature of Intervention

The SENCo and the child's class teacher will compile a list of actions needed to support a child to make progress and overcome barriers to learning. This may include:

- Different learning resources, materials and specialist equipment.
- Some group or individual support, which might involve children being taught in small groups with the SENCo or a Teaching Assistant.
- Staff development and training to introduce more effective strategies.

Further assessment may be necessary to assist in planning for future needs in partnership with colleagues and parents.

The use of outside agencies

Requesting advice from professionals outside of the school may be necessary if a child does not make progress over time and the gap between their achievement and those of their peers becomes significant.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a set period of time.
- Continues to work at a level of attainment that is significantly below the age related expectation.
- Continues to have difficulty in developing English and mathematical skills.
- Exhibits social or emotional difficulties which regularly and substantially generate a significant barrier to learning.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Despite intervention, there continues to be a significant gap between the child's attainment and that of their peers.
- The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.
- The outcome of any meeting with professionals from outside agencies will be shared with the SENCO, class teacher and parents.

School Request for Statutory Assessment or Education Health and Care Plans

If the school generates sufficient evidence regarding a child's need, a request may be made by the school to the LEA. The LEA will be given information about the child's progress over time, they will also receive documentation in relation to the child's special educational needs and any other action taken to support and overcome the needs, including resources and special arrangements.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress regarding the referral. Children with a statement of special educational need will be reviewed each half term in addition to the statutory annual assessment. When this coincides with a transfer to another school, the SENCo from the school will be informed of the outcome of the review.

Roles and Responsibilities

Provision for children with special educational needs and disabilities is a collective responsibility. Everyone within the school community is responsible for helping to meet an individual's special education need or disability.

The Governing Body

The governing body has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and appoints a representative governor, who takes particular interest in this aspect of the school.

The **Head Teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the governing body informed about SEND issues
- Working collaboratively with the SENCo
- 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 via the termly Head Teacher's Report to governors as well as an Annual Report to Governors.
- Appointing a SENCo with the accredited qualification, or provide training to facilitate them achieving this qualification.

The **SENCo** will

- Manage the day-to-day operation of this policy
- Ensure that an agreed and consistent approach is implemented
- Support staff to identify pupils with SEND
- Where appropriate, carry out detailed assessments and observations of pupils with learning difficulties
- Co-ordinate the provision for pupils with SEND
- Produces a provision map
- Collate Individual Education Plans and monitor their effectiveness
- Provide advice regarding appropriate resources and equipment
- Work in partnership with parents of pupils with SEND
- Liaise with outside agencies and provide a link between these agencies, class teacher and parents
- Efficiently maintain the schools SEND register and records
- Assist in the monitoring and evaluation of progress of pupils with SEND
- Provide relevant in-service training
- Manage learning support staff and teaching assistants.
- Evaluate assessment data for SEND children and monitor the impact of teaching assistants and learning support staff time and resources on pupil progress
- Ensure midday supervisors are given relevant information relating to the supervision of pupils with SEND at lunch time.
- Liaise with other SENCos and professionals to effectively manage transition from one school to another.

The **class teachers** are responsible for:

- Including pupils with SEND in the classroom and providing an appropriately differentiated curriculum.
- Making themselves aware of the SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- Giving feedback to parents of pupils with SEND.

The **learning support staff and teaching assistants** are responsible for:

- Making themselves aware of this policy and the procedures for identification, assessing and facilitating pupils with SEND to access the curriculum
- Feedback to teachers about pupils' responses to tasks and strategies.

Arrangements for monitoring and evaluating the effectiveness of this policy

- Provision for SEND pupils is in place to facilitate a child with SEND to access the curriculum and make progress. A regular review is used to measure pupil progress and the effectiveness of the provision for pupils with SEND.
- Over the school year, the interventions that make up the provision for each child with SEND is carefully mapped alongside the measurements of progress and attainment. In this way the impact of strategies put in place can be monitored to ensure that each child is accessing the curriculum. This tracking process is reviewed regularly throughout the year.
- Annual monitoring of procedures and practice by the SEND governor evaluates the effectiveness of this policy and its impact.
- An annual review of SEND takes place in July. It evaluates the success of the policy and the SEND annual action plan which is an integral part of the whole school improvement plan.
- Feedback, both formal and informal is gathered from parents and staff following meetings to produce IEPs and targets, revise provision and celebrate success.