



Abel Smith
School Established
1861

SEND Policy

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

Ownership: School Improvement Committee

Date of Issue: November 2020

Review Date: November 2021

Headteacher: Daniel Hewitt

Signature:

Date: November 2020

Chair of Governors: Katy Kay

Signature:

Date: November 2020

Policy Review

This policy will be reviewed in full by the School Improvement Committee no less than annually.

The policy was last reviewed in November 2020 by the School Improvement Committee and was ratified by the Governing Body at the Full Governing Body meeting on 9 November 2020.

The next planned review is in November 2021.

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1. Relationship to other policies

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, Behaviour, Admissions and the Complaints procedure.

2. Purpose

The SEND Code of Practice (2015) states that a child or young person "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" or "has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools". Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".

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.

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.

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 managing their needs.

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 considered 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.

3. Roles and responsibilities

Provision for children with special educational needs is a matter for the whole school. It is each teacher's responsibility to provide for pupils with SEND in their class through quality first teaching and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision for these needs.

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 (Mr Nick Sheffield), 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 are monitored and reported via the termly Head Teacher's Report 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 Special Educational Needs Coordinator (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
- collate Learning Support 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
- provide specific training for 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
- 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 through quality first teaching
- ensuring they are 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 should:

- ensure they are 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

4. Arrangements for monitoring and evaluating the effectiveness of this policy

The success of the school's SEND policy and provision is evaluated through the school self-evaluation and reporting activities such as

- monitoring of classroom practices by SENCO and subject coordinators
- regular reviews of assessment data to measure pupil progress and the effectiveness of the provision for pupils with SEND.
- annual monitoring of procedures and practices by the SEND governor which 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 Learning Support Plans and targets, revise provision and celebrate success.

5. Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher or is not satisfied with their comments, should ask to speak with the SENCO.

In the event of a formal complaint, parents are advised to follow the school [Complaints procedure](#).

6. Further details

Further details about how we provide for pupils with SEND at Abel Smith School can be found in our [SEND Information Report](#), which is published on the Abel Smith School website.