



Special Educational Needs & Disabilities (SEND) Policy

Policy Monitoring, Evaluation and Review

This policy is effective for Abbey Mead Primary Academy

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Author:	Bharti Jansari
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Revision History:

Version	Date	Author	Summary of Changes:
V0.1	11/02/2021	Bharti Jansari	Created
V0.2	23/11/2022	Bharti Jansari	Policy format changed.

1.1 Overview:

The Special Needs and Disability (SEND) Policy is based on the SEND Code of Practice 0-25 (2015).

This document has been written in reference to the following documents:

- Equality Act 2010: Advice for Schools DFE 2013
- SEND Code of Practice 0-25 July 2015
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

The aim of this policy is to promote a consistent approach to meeting the Special Education Needs of the students.

1.2 Aims and Objectives of this Policy:

Abbey Mead is proud to be an inclusive school, valuing the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and wellbeing of all our children matter and are celebrated.

We recognise, however, that there will be times when the curriculum will need to be modified or differentiated in order to take account of individual needs and that some students will need to receive a more individualised approach to help them progress.

Our Objectives are:

- to identify and support children who have special educational needs and additional needs at the earliest opportunity
- to work within the guidance provided in the SEND Code of Practice, 2015
- to provide support and advice for all staff working with special educational needs children
- to provide a constructive working partnership with parents/carers of children with SEND so that they feel informed about and involved in their child's education

1.3 Admissions Policy

Students with Special Educational Needs follow normal admissions procedures. The only criterion for priority is a student with an Educational Health and Care (EHC) Plan that names Abbey Mead Academy.

2. Identification of Special Educational Needs

In line with the SEND Code of Practice (2015), we identify students as having needs that fall into one or more of the four following categories:

- Physical and sensory
- Cognition and Learning
- Communication and Interaction

- Social Emotional and Mental Health

Children have special educational needs if they have a difficulty accessing the curriculum, which calls for special educational provision to be made for them. Special Educational Provision may be triggered when students fail to make adequate progress, despite having had access to a differentiated programme. Parents/Carers will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual needs will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age expectations, particularly in Literacy and Numeracy
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment
- Poor communication or interaction, requiring specific interactions and adaptations to access learning

3. A Graduated Response to SEND support

At Abbey Mead Academy, all teachers are responsible and accountable for the progress and development of the pupils in their class, including when students access support from teaching assistants or specialist staff linked to a specialist agency.

3.1 Identification and Assessment

In conjunction with whole school assessment we use personalised assessments, such as classroom observations and individual diagnostic assessments if necessary. These assessments are used to inform the SENDCO which children may need extra interventions to support learning.

Using the school, tracking systems, SEND children's progress is monitored termly against their targets and how they respond to support and interventions for informed analysis of progress.

3.2 Curriculum Access and Provision

All students on the SEND register have a bespoke Pupil Profile and Pupil Outcomes Plan, this includes their voice and what they feel helps them to learn. Teachers receive advice, guidance and training to support SEND children in accessing the curriculum and ensuring the most effective provision. All staff have access to the pupil profiles and pupil outcomes plans.

Some children, due to their needs, will require modification to their curriculum and a small percentage qualify for access arrangements to support them when taking external examinations.

The SENDCO liaises with the next stage of education providers to ensure that children with SEND have effective and positive transitions.

3.3 Bespoke Student Outcomes Plans

The teaching strategies that will be employed for SEN Support children and students with EHC Plans are recorded on Student Outcomes Plans in the SEND year group folders and reflect provision that is additional to, or different from, normal quality first teaching differentiation.

The student profile includes:

- What teaching strategies best support the learner
- Additional provision to be put in place
- The student's views on their learning

The children's Outcomes Plan is devised by class teachers with support from the SENDCO when required and is shared with the parents of carers and the child. Children's outcomes plans are reviewed and updated termly, and also form part of the formal review process.

3.4 The Graduated Response

As the starting point of the graduated response, high quality teaching, is at the forefront and is seen as a whole school approach at Abbey Mead Academy. Teachers assess, plan and deliver high quality scaffolded lessons, evaluating its impact so that children can make progress. The majority of children will make good progress through these arrangements.

If a child is still not making adequate progress, then the SENCO will take the lead, although this provision will be provided by class teachers and support staff, this may include;

- Planning future interventions for the child in discussion with colleagues
- Ensuring details of child's needs are accessible to staff through the child's documents (including specialist agency reports)
- Monitoring and tracking the academic progress of each SEND child
- Monitoring and reviewing the action taken

Universal Provision: Quality First Teaching by all teaching staff.

SEND Support: this is initiated when children have failed to make adequate progress through the assessment arrangements as in 3.1.

Criteria for SEND Support may include:

- Low Numeracy/Literacy scores
- Working Below age appropriate levels
- Teachers' observations and comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the child's needs and decided by the teacher and SENDCO.

Interventions may include:

- Variety of reading interventions targeted to particular aspects of literacy and reading including: Inference, Spelling, Handwriting Interventions and Writing Development
- Targeted Maths assessments
- Interactive Play
- Nurture
- Flourish program
- Emotional regulation work

High Level Needs, including those children with an EHCP: If students are identified as having more significant needs, the school seeks advice and involvement from external support services. Abbey Mead Academy makes full use of the specialist agencies in the area who can offer support and advice on special educational needs.

With the agreement and support of parents/carers, referrals are made to relevant agencies. Detailed reports and data are gathered from staff which is included on the referral form and a child may be assessed within the classroom or individually by a specialist. The recommendations made by the agency will be shared with parents and the staff at Abbey Mead Academy. Should the assessments carried out by external agencies identify that the child requires additional provision on a regular basis or for an extended period, then the school will apply for additional resources. Where it appears that a child's needs are significant and enduring, the school and/or parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. The SENDCO is responsible, on a daily basis, for co-ordinating support and allocates children with EHCPs a specified amount of support linked to their EHCP.

Pupils with SEND and English as an Additional Language (EAL):

Abbey Mead Academy has many children who have EAL and have a variety of languages spoken at home. In accordance with the Education Regulations 2014; particulars of education and welfare provisions for pupils with EHCPs and for pupils for whom English is an additional language, the school will make reasonable adjustments and provisions for any child for whom English is not the first home language spoken.

The range of support offered will always be designed to promote all students with additional needs, including those with an EHCP, to become independent and resilient life long learners.

3.5 Continuous Monitoring of Individual Progress:

Monitoring progress of children on the SEND register informs the review process. The review process monitors individuals, as well as the completion of screening tests and as part of Abbey Mead Academy's assessment policies.

3.6 Provision of an Appropriate Curriculum

Through the SEND section of the SIP and in conjunction with EHCPs, provision for children with SEND is regularly reviewed and revised. As part of Quality First Teaching, it is the responsibility of individual teachers in the school to ensure that the requirements of the National Curriculum are met for those children with SEND, including those with EHCPs, in partnership with the SENDCO.

3.7 Provision of Curriculum Support

The SENDCO can help teachers in the following ways (although this is not an exhaustive list):

a) Curriculum adaptation

- Planning with individual members of staff
- Supporting with the selection/design and preparation of suitable materials
- Supporting with the selection of appropriate teaching strategies
- Planning appropriate programmes of work
- Support with the preparation of relevant and differentiated materials

d) In-service training (INSET):

- The SENDCO provides INSET for staff at the school on the Code of Practice at Abbey Mead Academy.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions

3.8 INSET

All teaching staff undertake induction on taking up a post and this includes a meeting with 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 children. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff have ongoing professional learning opportunities, and CPD is available to support their performance management and their role in supporting students with SEND.

CPD and expertise is cascaded throughout the school to enable all staff to work with a diverse range of needs, working in collaboration with outside agencies to maximise the support offered to students.

The SENDCO regularly attends the Local Authorities SENDCO Network meetings in order to keep up to date and is part of a local SENDCO Hub. The Mead Educational Trust also has its own SENDCO network, which the SENDCO attends and contributes to regularly. This information is then cascaded to staff to enable them to provide quality first teaching and is implemented through the Pupil Outcomes Plan and interventions.

3.9 Allocation of Resources

Staff are deployed to maximise the support for students with EHCPs and those on the SEND register. Teaching Assistants are used to run effective, time limited and personalised programmes of support for both individual students and groups. These are regularly reviewed and analysed to ensure all interventions are appropriate in meeting the needs of students. The school manages and deploys resources in the most effective way within the SEND budget.

3.10 Special Provision

In line with current legislation, the school building complies with current legislation. Adaptions occur to meet individual's needs as and when required.

4. Supporting pupils at school with medical conditions

At Abbey Mead Academy we recognise that children 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, 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 Plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

5. Monitoring and Evaluation

Monitoring of achievement and progress is through analysing pre and post intervention data. Annual Reviews and multi-agency meetings provide evidence for those on the SEND register. This is in addition to the tracking and reporting systems already used by the whole school. The SEND, in line with all other areas of the school, have annual evaluations, improvement plans and the implementation of the SEND action plan.

5.1 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings
- Recorded views by teachers on students' competence, confidence and social acceptability
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results
- Evidence of planning and targeted expenditure for SEND
- The SENDCO reviewing procedures in consultation with subject leaders, and outside agencies
- Feedback from other faculties and outside agencies
- Number of complaints received

SEND is included in the termly report within the Principal's Report to the school councillors