

# Abbey Hill Primary and Nursery School



## Special Educational Needs and Disabilities Policy (SEND)

To be adopted by governors

Review date: March 2023

**Contents:**

1. Aims and objectives .....	4
2. Responsibility for the coordination of SEND provision .....	4
3. Arrangements for coordinating SEND provision .....	5
4. Admission arrangements .....	5
5. Allocation of resources for pupils with SEND .....	5
6. Identification of pupils' needs .....	6
7. Access to the curriculum .....	8
8. Inclusion of pupils with SEND .....	8
9. Evaluating the success of provision .....	8
10. Complaints procedure .....	8
11. Continuing Professional Development.....	8
12. Links to support services and other agencies .....	9
13. Working in partnership with parents.....	9
14. Links with other schools .....	9

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Details about SEND legislation (The Children and Families Act 2014) and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have been replaced with Education, Health and Care (EHC) Plans. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire's Special Educational Needs and Disability Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The Special Educational Needs and Disability Local Offer is an online resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes services and provision that are available to families in Nottinghamshire that have experience of SEND, with or without an Education, Health and Care Plan. The Special Educational Needs and Disability Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary and community sectors.

# Abbey Hill Primary and Nursery School



## SEND Policy

Throughout this policy the word parents refers to the key adults with responsibility for the care of the child.

### 1. Aims and objective

#### Aims

Our aim is to work in partnership with parents and outside agencies to ensure that pupils with SEND are fully included as active members of our school community. We foster a love of learning and aim for all pupils to make good progress during their time at Abbey Hill Primary and Nursery School.

#### Objectives

- **To identify the needs of pupils with SEND as early as possible** by gathering information from parents, other schools or settings, health organisations and care services prior to the child's entry into school.
- **To make provision to overcome barriers to learning and ensure pupils with SEND have full access to the curriculum** by planning for the individual needs of the child.
- **To monitor the progress of SEND pupils** by completing observations, assessments, data analysis, provision map reviews and liaising with key members of staff.
- **To work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in understanding SEND procedures and providing regular feedback on their child's attainment and progress.
- **To work in collaboration with outside agencies** such as Schools and Family Specialist Services, School Behaviour and Attendance Partnership, Educational Psychologist and Speech and Language Therapy to offer pupils and staff more specialist support and guidance where required.
- **To create an environment where pupils can talk about their own needs and wishes** by providing opportunities for them to talk to their teacher or key staff members. Wherever possible, pupils' views will be discussed at review meetings.
- **To support all aspects of a child's development** including their learning, social and emotional well-being, physical and health needs.

### 2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for pupils with SEND is Ms H Chambers, head teacher.
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs V Hardy, Special Educational Needs Co-ordinator.

### **3. Arrangements for coordinating SEND provision**

The Special Educational Needs Co-ordinator keeps details of all SEND support records such as provision maps, information from outside agencies and review minutes for individual pupils. Information is stored securely using the school's electronic safeguarding system (CPOMs). The head teacher keeps Schools Behaviour and Attendance Partnership records and attainment and progress data.

#### **Staff have access to:**

- The SEND Policy
- The SEND information report for parents
- The Code of Practice
- A copy of the school's SEND Register
- Information on individual pupils' Special Educational Needs and Disabilities
- Practical advice, teaching strategies and information about all types of Special Educational Needs and Disabilities
- Information available through Nottinghamshire's Special Educational Needs and Disability Local Offer

### **4. Admission arrangements**

The admission arrangements for **all** pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

- Where pupils with identified SEND are due to enter the school, additional transition arrangements are made e.g. liaison with parents, early years' settings and current education settings. This may take the form of visits to the pupil's current setting, meetings with parents, key workers and outside agencies, and additional visits to the school by the pupil.
- Where a pupil has a physical disability contact is made with PDSS (Physical Disability Support Service) who carry out risk assessments and make any necessary adjustments to meet the pupil's needs.
- Secondary transition forms are completed for all pupils with SEND as soon as school places are allocated. For pupils with SEND moving to the feeder school, additional visits are put in place. Staff from the feeder school visit pupils in their primary setting and talk to Year 6 staff and the SENCo about the provision and support they will need.
- For non-feeder schools transition forms are completed and individual arrangements made.

### **5. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to the ASN element of the school's budget (Additional School Needs). Some pupils with SEND may access additional funding (AFN Additional Family

Needs). This is allocated from a budget managed by the Family of Schools (Kirkby College and its feeder primary schools) through a bid writing and moderation process. School can also request funding from the Local Authority (HLN Higher level Needs) for those pupils with more complex needs. Moderation processes determine whether the level and complexity of the pupil's needs meet the threshold for AFN or HLN funding, and at what level.

The Senior Leadership Team, which includes the Special Educational Needs Co-ordinator, allocates and regularly reviews the deployment of staff and resources for pupils with additional funding to ensure these pupils receive the required number of hours support.

Where applicable, Pupil Premium funding is also used to support pupils with SEND through the provision of targeted interventions e.g. Phonics catch up support, Switch On reading, 1<sup>st</sup> Class at Number, Movement Therapy, ELSA, Drawing and Talking and Speech and Language Therapy support.

Any specialist equipment needed to support pupils with learning needs, or a disability is acquired through the appropriate channels.

## **6. Identification of pupils' needs**

### **Identification**

#### **Quality First Teaching**

- The progress and attainment of all pupils are monitored and any who are not on track to meet expected levels are identified.
- Once a pupil has been identified as having difficulties e.g. with their learning, communication, or behaviour, they will be assessed by staff to establish the exact nature of their difficulties.
- The class teacher will provide differentiated tasks, specific teaching strategies and resources to support the pupil.
- The Special Educational Needs Co-ordinator and other staff will offer advise on the amount and type of support needed.
- Information about the pupil's area of difficulty, attainment and progress is shared with parents. Parents are encouraged to share key information about their child's life story with the school.
- Pupil progress meetings between class teachers and senior leaders are used to monitor and assess progress.

#### **SEND Support**

When a pupil is identified as having a Special Educational Need or Disability (SEND) that requires specific support, parents will be informed. A provision map will be shared with them, detailing what the school will do to support their child over the coming weeks.

External agencies that are involved, will help staff assess the pupil's needs and plan next steps in their learning and support. Support can be requested from a range of outside agencies. To do this parental consent will be gained from the SENCo, C&FSW or class teacher.

Planning provision for SEND pupils involves discussion between the teacher, Special Educational Needs Co-ordinator and other key staff to agree the strategies, interventions and support the pupil requires and the expected impact. All those working with the pupil will be informed of their individual needs, any particularly effective teaching strategies, and the desired outcomes.

The class teacher is responsible for overseeing the pupil's education at all times. They will work closely with other key staff to assess the pupil's needs, plan and identify their support, review the impact of this and establish next steps. Further support and advice may be provided by the Special Educational Needs Co-ordinator. This process is recorded on provision maps.

Provision maps are regularly reviewed to show the progress made and plan next steps in the pupil's support. Reviews take place termly, or more frequently if needed. The impact of the previous term's provision is discussed with parents. The class teacher and other relevant staff plan next steps based on the pupil's progress in consultation with parents and the pupil. Where pupils can express their views, they will be asked how they feel about school, what and who has helped them and what they would like help with next.

### **Education, Health and Care Plans**

#### **Procedure**

If a pupil has long term, complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent or other supporting agencies. This happens when the complexity of the pupil's needs requires a multi-agency approach to assessment, provision, and resourcing. The decision to make a request for assessment for an Education, Health and Care Plan will be made in partnership with parents. All requests are made online through the Nottinghamshire Education Health and Care Hub.

If a decision is made to carry out an EHC needs assessment, advice will be gathered from professionals across health, social care and education as well seeking views of the pupil and their parents. If a pupil meets the Statutory Assessment criteria, an Education, Health and Care Plan will be provided by Nottinghamshire County Council. The school and the child's parents will be involved in developing the plan. Parents have the right to appeal against the content of the Education, Health Care Plan. They may also appeal against the school named in the plan if it differs from their preferred choice. Parents have the right to appeal against a decision not to initiate a statutory assessment.

Once the Education, Health and Care Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, and the pupil. Provision will be evaluated and, where appropriate, changes made.

Further information about Education, Health and Care Plans can found:

- at [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)
- on the Nottinghamshire EHCP hub
- by contacting the Ask Us Service:  
https://askusnotts.org.uk  
800 7772 or 0115 8041740  
801 email: enquiries@ppsnotts.org.uk.

## **7. Access to the curriculum**

Pupils with SEND will be given equal access to the curriculum through classroom support, interventions, and where applicable, individual support. We aim to teach pupils with SEND with their peers in their class wherever possible. At times other flexible arrangements may need to be made for individual pupils, in agreement with parents. In providing for SEND pupils, class teachers should:

- Liaise regularly with the Special Educational Needs Co-ordinator
- Make effective use of school's facilities and space
- Use allocated Teaching Assistants effectively
- Plan an appropriately differentiated curriculum
- Target pupils for individual or group interventions
- Set appropriate targets
- Celebrate achievements at all levels with the pupil and their parents.

## **8. Inclusion of pupils with SEN**

The head teacher oversees the school's requirement for inclusion and is responsible for ensuring implementation throughout the school. The school curriculum is regularly reviewed by senior leaders and subject leaders to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

## **9. Evaluating the success of provision**

Information is gathered from class teachers, teaching assistants and intervention leaders to evaluate the effectiveness of SEND provision across school and to inform future school improvement planning.

## **10. Complaints procedure**

If a parent has any concerns regarding their child they can speak to the class teacher, Special Educational Needs Co-ordinator, Child & Family Support Worker or head teacher, who will work with them to ensure the best possible outcomes for their child are achieved. If the matter is not resolved in this way, parents can take their concerns further through the school's formal complaints procedure.

## **11. Continuing Professional Development**

We aim to keep all school staff up to date with training and developments relating to the needs of pupils with SEND. Staff are also kept fully informed of their roles and responsibilities in meeting the needs of pupils in their care who have particular needs. The Special Educational Needs Co-ordinator attends relevant SEND courses and family SEND meetings and identifies external training opportunities for all staff.

The Special Educational Needs Co-ordinator and senior leadership team ensure that training opportunities are matched to school improvement priorities and the needs of pupils in the school.

## **12. Links to support services and other agencies**

The school has strong working relationships and links with external support services and agencies to meet the needs of pupils with SEND. Requests for support are made through Springboard and School Behaviour and Attendance Partnership meetings as well as making direct referrals from school.

Sharing knowledge and information with external support services is part of the effective and successful SEND provision within our school.

The following services will be involved as and when necessary:

Speech and Language Therapy

Schools and Family Support Service

Educational Psychologist

Child and Adolescent Mental Health Service (CAMHS)

Paediatrician and Specialist Medical Services

School Nurse, Health Visitor and GP

Movement Therapist

School Behaviour and Attendance Partnership

Social Care

## **13. Working in partnerships with parents**

We work closely with parents to ensure:

- a) early and accurate identification and assessment of SEND leads to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively
- d) parents are kept up to date with their child's progress through regular check ins, parents' evenings, provision map reviews and the end of year school report.

Parents can contact the Special Educational Needs Co-ordinator by speaking to them directly, contacting the school office staff or by phoning or texting the Child & Family Support Worker on her school mobile.

In cases where more frequent regular contact with parents is necessary, this will be arranged. The Special Educational Needs Co-ordinator may also signpost parents of pupils with SEND to Nottinghamshire's Ask Us service where specific advice, guidance and support can be found.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and child will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and involved in making decisions about additional provision made for their child.

## 14. Links across school and with other schools

The school is a member of the Kirkby College Family of Schools who work together to evaluate and purchase resources and to share advice, training, and expertise.

### Transition

- For children starting Pre-school and Nursery, links are made with external agencies who are already supporting the child. Additional visits for the child and parents are arranged and a transition meeting is held to discuss needs and provision. A funding bid will be considered if additional support is needed.
- For children joining the school from another setting the Special Educational Needs Co-ordinator will contact the previous school.
- The Special Educational Needs Co-ordinator may support parents in making decisions about their child's transition to secondary school.
- If pupils with SEND leave our school, the relevant paperwork is completed, receiving Special Educational Needs Co-ordinators are contacted to share information and additional visits for pupils are organised. If required a funding bid for additional support in Year 7 is completed by the school's Special Educational Needs Co-ordinator.

This policy was written in consultation with staff and will be reviewed annually.

**Signed** \_\_\_\_\_ Ms H Chambers **(Head teacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ Mrs V Hardy **(SENCo)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ Mrs Z Godfrey **(SEND Governor)**

Date \_\_\_\_\_