

ABBHEY HILL PRIMARY AND NURSERY SCHOOL



Achieving our Dreams Together

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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| Date policy agreed: | November 2024 |
| Date of next review: | July 2026 |
| Headteacher signature: | |
| Chair of Governors' signature: | |



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SENCO: Mrs. Vicki Hardy

SEND Governor: Mrs. Zoe Godfrey

Other persons directly involved in SEND work: Ms. Sam Jeffs (Child and Family Support Worker), Miss. Carrie McFall (Pastoral Care Assistant)

OUR VISION AND VALUES

At Abbey Hill Primary School and Nursery, our vision is:

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We uphold inclusivity, built on a whole community approach to special needs where staff, governors, parents and support services work together as a team co-operating, collaborating, and co-ordinating in all that they do so that it produces the best possible education for all children.

"There is no ceiling to what our Abbeyhillians can achieve as they grow and get better from where their learning journey begins."

Abbey Hill is a mainstream Primary and Nursery school which welcomes children with special educational needs and disabilities. Our admissions policy is inclusive to all and is focussed on a school and wider community approach to special needs where staff, governors, parents, and support services work in partnership communicating, collaborating, and consulting together so that we provide the best possible education for all children.

We are an ambitious school for all of our pupils, without ceilings. We recognise that some children may need something additional to, or different from what is provided to achieve the ambitions we hold for them; this is called Special Educational Needs provision.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."



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A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have a special educational need 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".

THE AIMS OF OUR SEND POLICY ARE:

- To intentionally plan for the success of all students, minimising the barriers that pupils may face in accessing and engaging with a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- To use a range of approaches to build on the starting points of children with Special Educational Needs and Disabilities (SEND) to ensure every child reaches best possible outcomes in all areas of learning and development.
- That the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- That the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- We work in partnership with parents to enable them to make an active contribution to the education of their child.
- That the views and wishes of the child are taken into account.
- That close links are made and maintained with support services and other professionals from external agencies.

IDENTIFICATION

Early identification of pupils with SEND is essential to enable relevant assessments and interventions to be put in place in accordance with the Code of Practice, 2014 (Updated Jan 2015).



AT ABBEY HILL WE:

- Take a Graduated Approach
- Analyse data including entry profiles, teacher assessments, end of Key Stage assessments, Individual Literacy assessments and Bsquared Assessments.
- Use information and reports from previous schools and settings.
- Track progress over time.
- Listen to the children if they voice their own concerns.
- Follow up parental concerns.
- Use information, reports and observations from outside agencies such as Transform Trust SEND Associates, Paediatricians, Educational Psychologists and Speech and Language Therapists, Behaviour, Learning Support and Autism experts.
- Monitor behaviours in school including through using resources from Routes to Inclusion.

THE 4 AREAS OF NEED

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD are likely to have particular difficulties with social interaction and making sense of the world in the way others do. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Pupils may learn at a slower pace than their peers, even with appropriate adaptation. Children often experience greater difficulty than their peers, in acquiring basic literacy and numeracy skills. Learning difficulties cover a wide range of needs. Children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication. Pupils may also experience linked difficulties such as S&L delay, low self-esteem, low levels of concentration or poor social skills.

4 Areas of Need

SEMH

SEMH difficulties can manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. This can include disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or attachment disorder. Children may have immature social skills and may find it difficult to make and sustain healthy relationships.

Physical and Sensory Needs

Some children require adaptations because they have a physical disability which prevents or hinders them from making use of the educational facilities generally provided..



SEND PROVISION

We aim to identify children with SEND as early as possible in their school career. We follow a graduated response using the four-part cycle which uses the process of:



Assess

-Assess the pupil's needs.

Plan

-Support and intervention to meet the needs and ensure the child can make progress.

Do

-Team around the child to implement the support plan for an agreed period of time.

Review

-Have the interventions been effective?
-What impact has the support had on the child?
-What progress has the child made?



GRADUATED RESPONSE

Universal Provision

- High quality class teaching, effective differentiation, whole school approaches followed, supportive classroom environment, links between home and school, pupil voice valued, provision of quality resources and reasonable adjustments, targeted group interventions (eg. pre teaching) use of Routes to Inclusion initial assessments and staff training.
- Teachers to complete an Initial Concern Form and hand it to the SENCO.
- The SENCO and teaching team will monitor the child's progress.
- This will be done by observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child. If, after a period of monitoring and intervention, the pupil is still not making adequate progress a decision may be reached to begin SEND SUPPORT.

Additional SEND Provision-SEND Support

- Small group support, Additional adult support, Pastoral Care Support, Nurture Group support, ELSA intervention, Talk and Draw, Speech & Language support, adapted curriculum to meet learning and emotional needs, specialised equipment, Personalised Provision Plans, individual interventions, Individual behaviour plan and risk assessment.
- At this point parents/carers will be notified that their child is to be placed on the SEND register.
- Individual targets will be set and a Learning support plan will be completed.
- The Learning Support Plans will be shared with parents/carers each term.
- Some parents will be asked to attend a review meeting with the SENCO.
- The SENCO, Class Teacher/Teaching Team will review the child's progress at least termly. The teacher brings tracking data and any assessments of the children.
- Interventions are reviewed and changed as appropriate.

Outside Agencies Involvement

- We work closely and use the support, advice, resources and equipment provided by; Behaviour Support Team, The Autism Team, The Learning Support Team, The Educational Psychology Team, Speech and Language Therapy, CAMHS, Local NHS services (including paediatricians, health visitors and school nurses), Early Years Support Service and the multi-agency safeguarding hub.
- If a child's needs are still not being met we may need to involve outside agencies to support us and the child.
- Some pupils with complex needs may also require Higher Level Needs Funding (HLN). The SENCO & Team around the child will complete an individual application which is submitted to a multi-agency panel from the Local Authority.

Education, Health and Care Plans (EHCPs)

- If all the previous interventions have resulted in limited outcomes and a child has a significant, severe or sustained need then a child may require an Education, Health and Care plan.
- A professional or a parent can request for an EHC Needs Assessment to take place. Evidence from school and other professionals will be submitted and additional assessments will be arranged if the assessment process moves to Stage 2.
- If an EHCP is put in place, parents, the child and professionals will all work together to plan short, medium and long term goals for the individual pupil.
- The EHCP is reviewed annually by all stakeholders.



Central to our SEND provision are 6 key adaptations which staff seek to utilise across their teaching and learning to foster inclusion and promoted highly-effective teaching and learning for all pupils.

ADAPTATIONS TO PROVISION

AN AMBITIOUS ABBEY HILL CURRICULUM:

There is no ceiling to what our AbbeyHillians can achieve as they grow and get better from where their learning journey begins.

We recognise that some children may need something additional to, or different from what is provided to achieve the ambitions we hold for them; this is called Special Educational Needs provision.

RELATIONAL APPROACHES

Abbey Hill is a relational school. Staff use relational language, controlled choices and emotion coaching to support pupils including at times of dysregulation. Adults recognise and respond to needs in the moment.



DUAL CODING



Dual-coding is used in the environment and in lessons to support Abbeyhillians. This includes timetables, instructions, flashcards, social stories, task ladders and environmental labelling. Paper and screen-based learning is often dual-coded, especially to support the introduction of new vocabulary.

RESOURCES AND AIDS



Physical learning is encouraged. Pupils are supported through the use of concrete examples and resources. Physical aids are available to support concentration and regulation including fidgets and chew buddies. Learning can be recorded in a range of ways including digitally.

CHUNKING



Abbey Hill recognises the impact of cognitive load and differences in working memory. To support learners, learning can be chunked within and across lessons and sequences. brain breaks and movement breaks are encouraged.

PRETEACHING



For some pupils, new concepts or new vocabulary should be introduced prior to whole-class introduction. This can increase their confidence, ability to access the lesson and support understanding and retention.

ENVIRONMENTS

Environments are calm and clutter-free. Pupils have access to working walls, relevant resources and spaces and resources that meet varying needs. This may sometimes include other spaces in school e.g The Hub or Barn.



More exhaustive guidance to aid teachers' planning is available in our "Curriculum Adaptations in an Ambitious Curriculum" document.



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MONITORING AND ASSESSMENT

SEND pupils and the effectiveness of their provision will be monitored through the school's monitoring and evaluation cycle which includes but is not limited to;

- lesson observations
- work book sampling
- ongoing assessments of interventions
- pupil voice
- meetings with the team around the child
- pupil progress tracking meetings using assessment data
- reviewing Learning Support Plans

Pupils with SEND will initially be assessed using the whole school assessment procedure using the assessment grades;

- Working below the expected standard
- Working towards the expected standard
- Working at the expected standard
- Working at greater depth

For some children with SEND, the year group indicators will not be achievable so smaller steps of success and achievements will need to be recorded and assessed;

- Pre-Key Stage 1 or 2 standards can be used for pupils working above P-levels 1-4 but below the expected standard at the end of Key Stage 1 or Key Stage 2.
- Bsquared assessments are used to track progress of children with SEND if they are working below age related expectations.

EFFECTIVENESS OF SEND PROVISION

In accordance with Section 6 of the SEND Code of Practice 2015, our Special Educational Needs Coordinators are qualified teachers. The SENCO holds regular meetings with teachers and SLT to discuss and monitor the SEND provision across school. The SENCO regularly attends local and Trust network meetings and any relevant SEND courses.

All staff will receive training in how best to support all learners including children with SEND as part of the annual schedule of continuous professional development. The SENCO will signpost any external training opportunities for staff and their specific training needs will be identified and met through the appraisal process.



Record Keeping

Once a child has been entered on the SEND Register, formal records are kept and held securely using electronic systems. Records are accessible to all teachers, professionals and parents in consultation with the SENCO and Pastoral Team. Relevant information is always shared with staff. Records are updated after reviews.

Parents as Partners

At Abbey Hill everyone works hard to enable success for all our children. We refer to everyone invested in the school as a member of our “Abbeyhillian Family”.

We ensure access to information, advice and support during assessment and any related decision-making processes about special educational provision for their child.

We acknowledge and draw on parental knowledge and expertise in relation to their child, focusing on the child's strengths as well as areas of additional need. Parents are always welcome to share their concerns or review their child's provision with the class teacher, SENCO or head teacher at any time. Open time is made for parents to come into school informally through coffee mornings specific to SEND and review meetings are arranged annually.

Pupil Voice

We endeavour to fully involve all pupils by encouraging them to share their views about their education and learning and to identify their own needs. We encourage them to help to set and review their personal targets.

Transition

We strive for a smooth transition into our school from another setting, between year groups and phases and into a different setting or school. When a child transfers to or from another Primary school the SEND profiles and child protection concerns are always passed on.

Many children have individualised transition programmes from Year to Year as well as between key stages. These may include transition booklets, photographs of their new class or school and extra transition visits. If a child has an EHC plan, their new school will be named on an amended version of their plan before the transfer takes place.



Admission arrangements

The schools' admission arrangements are published separately and can be found at:

<https://www.abbeyhillpri.co.uk/page/?title=Admissions&pid=49>

Complaints Procedure

Any Parents/Carers who wish to make a complaint relating to the provision for children with SEND should, in the first instance, speak to the Class Teacher and SENCO. The school's complaints procedure can be accessed here:

Local Offer

"In September 2014, the government made a lot of changes to the way that children and young people aged 0 to 25, with Special Educational Needs and Disabilities, or SEND for short, are supported. This included making local authorities produce a 'Local Offer'. The SEND Local Offer contains lots of useful information all in one website. It can help you find services available across Nottinghamshire for children and young people with SEND and their families in a number of areas." (nottshelpyourself.org.uk)

You can access the Local Offer information here:

http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/directory/advice.page?id=ByiSH1_KndU&loboolean=1#aboutsendllocaloffer or download the guide leaflet here:

https://search3.openobjects.com/mediamanager/nottinghamshire/fsd/easyread/easy_read_local_offer_-_what_is_the_send_local_offer_2.pdf

Further Information

Further information about our SEND provision can be found within the SEND section of our school website:

<https://www.abbeyhillpri.co.uk/page/?title=SEND+and+Inclusion&pid=24>

Policy Date: October 2024

Review Date: September 2025

