



Abbotswood Primary School

Special Educational Needs and Disability (SEND) Policy and Guidelines

1. INTRODUCTION

At Abbotswood Primary School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. We want all our children to feel that they are a valued part of the school community. The school takes account of the fact that pupils learn at different rates, have different educational and behavioural needs and aspirations and require different strategies for learning. As an inclusive school, we aim to provide strategies to overcome barriers to learning and ensure that curriculum planning and the assessment of pupils with special educational needs takes account of the type and extent of the difficulties experienced by the child.

This policy should be read in conjunction with other school policies such as Health & Safety, English as an Additional Language (EAL) and Gifted & Talented.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015).

The Special Educational Needs Coordinator, Miss Wood, has a National Award for SEN. She is a member of the senior leadership team.

The school welcomes all children. Pupils with special educational needs (SEN) are considered for admission on the same basis as those without additional needs. Children are allocated to classes by age, sex and existing class numbers ensuring a balance of provision and quality.

If a pupil already has an Education and Health Care Plan, the child can be admitted if it is named in their plan following consultation with the Local Authority. When a child is transferring from another school, records are requested including assessment data, intervention details, Child Protection file (where appropriate), professional reports and any other relevant details relating to their special educational needs. This enables the school to plan the appropriate provision to meet the pupil's needs.

2. AIMS

2.1 Our aim is to ensure that all children are able to work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the SEN Code of Practice:

- a child with special educational needs should have their educational needs met
- the views of the child should be sought and taken into account
- parents support their child's education
- children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum

Close regard is paid to the three key principles of inclusive education:

- setting suitable learning challenges
- responding to pupils' diverse learning needs

- overcoming potential barriers to learning and assessment for individuals and groups of pupils

2.2 To achieve our aims we will:

- identify need as early as possible and provide effective support
- adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- view our special needs provision as an ongoing, developing process
- provide appropriate support which enables all children to have access to the whole curriculum
- incorporate special educational needs provision, including appropriate interventions, into curriculum planning
- develop an effective partnership between school, parents and outside agencies
- encourage children and parents/carers to participate in decision making about provision to meet their special educational needs
- ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
- involve the Governing Body and staff, in the regular review, development and evaluation of policy and guidelines
- ensure all those involved with children with special educational needs work as a team to support the child's learning
- track and monitor provision and procedures which have been put into place to ensure children with SEN make progress as they move through the school

3. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND THE FOUR AREAS OF NEED

3.1 A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of children of the same age or
- a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

3.2 Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. In identifying individual needs, consideration is given to the needs of the whole child.

The four areas of need are:

a. Communication and Interaction Difficulties

Children may have speech and language delay or difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

b. Cognition and Learning Difficulties

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, from moderate learning difficulties (MLD) to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

c. Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which 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 such as anxiety, attachment or eating disorders that are medically unexplained. Children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

d. Sensory and/or Physical Difficulties

Some children may have a disability which hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Children with a physical disability (PD) require additional ongoing support and equipment to access the opportunities available to their peers.

These difficulties may cause emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may, in liaison with parents/carers, be entered on either the school's Medical Register, SEN Register or both. Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN.

4. A Graduated Approach to SEN Support

4.1 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

4.2 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support pupils with SEN.

4.3 If progress is inadequate, the teacher will plan interventions to support the pupil's needs. This may involve liaison with the SENCo and include a programme of learning led by a teaching assistant, under supervision. Teachers follow a procedure of planning, assessing and reviewing in identifying needs and achievements. Pupils are only identified as SEN if they do not make adequate progress once they have had appropriate intervention and good quality personalised teaching. The teacher will gather evidence of pupil's progress through formative assessment in liaison with the SENCo and external specialist advice may be sought.

4.4 Parents will be notified of the pupil's progress, concerns shared and next steps agreed ensuring a clear understanding of desired outcomes. If a child's needs cannot be met within whole class differentiation further intervention will be provided. With parents' agreement, the pupil may be placed on the school SEN register as requiring SEN Support.

4.5 Following assessment, further intervention will be planned and reviewed in an ongoing cycle in liaison with parents/carers.

5.0 Managing pupils needs on the SEN register

5.1 Children requiring SEN Support will have planned interventions in place. These will be reviewed a minimum of three times a year. The interventions will be recorded on the child's Pupil Passport (personal provision map) and progress will be monitored and recorded on review. Achievement and next steps will be discussed with parents/carers a minimum of three times a year.

5.2 When a class teacher or the SENCo, identifies a child with SEN the class teacher will provide interventions that are additional to, or different from, those provided as part of the setting's usual curriculum offer and strategies. The impact of the interventions will be monitored over 1-2 terms following a cycle of assess, plan, do, review. If the pupil is achieving significantly below expectations and the impact of interventions is limited, the teacher will liaise with the SENCo who will consider alternative support.

5.3 The triggers for intervention could be the teacher's, SENCo's or parent's/carer's concern, underpinned by evidence, about a child who despite receiving differentiated learning experiences:

- little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- working at levels significantly below those expected for children of a similar age in certain areas
- persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the setting
- sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- communication and/or interaction difficulties, and requires specific individual interventions in order to access learning

5.4 With parents'/carers' consent, it may be necessary to seek support from outside agencies, such as educational psychologists, speech and language therapists or physiotherapists. They can provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

5.5 A request for help from external services is likely to follow a decision taken by the SENCo and colleagues, in consultation with parents/carers. The triggers for referral for seeking help from outside agencies could be that, despite receiving a significantly differentiated programme for learning and/or concentrated support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at levels substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

5.6 Education, Health and Care (EHC) plan

Where a child has complex needs which cannot be met by SEN Support the LEA may consider the need for an Education, Health and Care (EHC) plan. Following intervention and additional support provided, the class teacher and SENCo will assess the pupil and, if appropriate, the SENCo will liaise with parents/carers in making a referral in line with the South Gloucestershire Guidelines.

5.7 Removal or reduction of a Child's SEN Status

A pupil who is making 'adequate progress' over a period of time may have their SEN Support status removed. Adequate progress can be defined as progress which:

- closes the gap between the pupil and their peers
- prevents the attainment gap growing wider
- ensures full access to the curriculum

5.8 Pupil Passports

Pupil Passports are written for SEN Support pupils and those with Education, Health and Care (EHC) plans. They are reviewed a minimum of three times a year. The passport includes:

- strategies which help the pupil in their development
- the child's strengths and successes

- the child's needs
- short-term targets addressing the key barriers to learning for the child
- pupil and parental comments where desired
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the Pupil Passport is reviewed)

5.9 Statutory Annual Reviews

For a child who has an Education, Health and Care (EHC) plan, the LA has a statutory duty to formally review the plan at least annually. Annual Review Meetings are organised in school by the SENCo.

The annual review involves:

- Collection and collation of information
- Annual Review Meeting
- Head Teacher's/SENCo's report of the Annual Review Meeting
- LA Review

5.10 Annual Review Procedure

The SENCo:

- maintains a calendar of review dates
- determines who should be invited to attend each meeting, in liaison with parents/carers (at a minimum this would include the class teacher, parent/carers and SENCo)
- seeks the views of the child and invites him/her to all or part of the meeting
- plans Annual Review Meetings at least two weeks in advance and notifies all professionals involved with the pupil and their parents/carers.
- seeks written advice on the child's progress from all invited to the meeting, including the parents/carers
- liaises with the pupil's teacher and teaching assistant gathering evidence to prepare the Annual School Report
- sends the Annual School Report to those involved, two weeks prior to the meeting
- ascertains the child's views regarding progress through an appropriate medium
- offers to assist parents/carers and children in preparing reports for the meeting
- advises parents/carers and children that they may bring a friend or relative to the meeting
- co-ordinates receipt of all reports and ensures copies are circulated to each person attending the review meeting
- invites the SENCo from a receiving secondary school with respect to a Year 6 pupil

The review aims to:

- assess the child's progress towards meeting the objectives within the EHC Plan
- review the educational progress made by the child
- consider the effectiveness of the plan in light of the child's progress
- set new targets for the coming year or determine whether amendments to the plan are necessary
- record information which the school and other professionals can use to plan provision and support for the child.
- consider transition arrangements for pupils moving to alternative settings or a different key stage

5.11 Reporting of the Annual Review Meeting

The views of those participating in the review will be recorded in the Annual Review Meeting paperwork and will set out any recommendations required to the EHC Plan. The report will be circulated to all those present plus the LA's named case officer responsible for SEN. The LA review the plan in the light of the Head Teacher's/SENCo's report and decide whether to maintain the plan, amend it or cease to maintain it.

6.0 Training and resources

The school subscribes to South Gloucestershire Inclusion Support Service and receive some allocated SEN support. The school's SENCo regularly attends the LA and Cluster SENCo network meetings in order to keep up to date with local and national updates in SEND.

Specific SEN training is offered to teaching assistants and teachers. Needs are identified during annual performance management meetings and through regular liaison between SENCo, teachers and teaching assistants.

Staff training is fed back to colleagues and opportunities for mentoring is offered internally.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

7. ROLES AND RESPONSIBILITIES

7.1 The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- ensure appropriate provision is made for any child with SEN
- ensure all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- appoints a representative of the Governing Body to oversee SEN provision and ensure that all governors are aware of the school's SEN provision
- encourage discussions with parents regarding SEN matters at relevant meetings
- ensure that pupils with SEN are fully involved with school activities
- ensure they are involved in developing and reviewing SEN Policy

7.2 Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs and ensuring there is an appropriate budget allocation to meet SEN. The Head Teacher or SEN Governor keeps the Governing Body informed of all developments with regard to SEN and liaises with them regarding the deployment of funding, equipment and personnel.

7.3 SENCo

The role of the SENCo involves:

- overseeing the day to day operation of the school's SEN policy
- managing SEN teaching assistants, in liaison with class teachers
- interpreting legal requirements for staff, parents and governors
- reporting to governors
- co-ordinating and evaluating provision, including some interventions, for children with SEN
- monitoring the progress of children with SEN alongside the class teachers
- liaising with and advising teachers whenever necessary
- monitoring and evaluating the quality of provision
- maintenance of the SEN provision register
- liaising with parents of children with SEN
- organising appropriate training in order to meet the needs of staff
- liaising with external agencies including the LA's support, educational psychology services, speech & language, health and social services and voluntary bodies
- ensuring that relevant background information about individual children with SEN is collected, recorded and updated
- overseeing the Pupil Passports and review process SEN pupils

7.4 Teaching Assistants

Some teaching assistants are employed to support specific pupils working under the direction of the SENCo and class teacher. The TA:

- works closely with the class teacher, SENCo and other outside agencies to meet the child's needs.
- may liaise with parents and develop positive relationships
- assists with the recording, monitoring and evaluation of pupils' progress
- assists with the identification and effective provision of appropriate resources
- provides relevant support to identified pupils and small groups
- supports individual children towards attaining identified targets
- works with the class teachers to assess-plan-do-review
- Supports pupils in developing skills and independence

7.5 Teachers

Teachers clearly identify the role of teaching assistants. They will:

- be aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEN
- work with the SENCo to decide the action required to assist the pupil to make progress
- plan and implement the assess-plan-do-review interventions for SEN pupils
- work with SEN pupils to deliver the individual programme set out to meet targets
- develop effective relationships with parents and keep them informed of pupil progress
- encourage pupils to participate in decision-making
- be involved in the development and review of the school's SEN policy
- continuously assess pupil progress and identify the next steps to learning
- work with the SENCo to identify their own training needs around SEN

7.6 Pupil Participation

The school actively encourages the involvement of children with SEN in their education. We:

- involve the child in decision making regarding the methods by which their individual needs will be met
- invite the child to attend all or part of review meetings
- discuss the purpose of assessment arrangements and the implications of the Pupil Passport
- encourage the child to comment on his or her SEN provision through an appropriate medium
- involve the child in the implementation of the Pupil Passport
- aim to further develop the child's self-confidence and self-esteem.

7.7 Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We endeavour to:

- involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met, and in creating an action plan (Pupil Passport)
- invite the parent/carers to attend review meetings
- discuss the purpose of assessment arrangements and the impact of interventions with the parent/carers
- encourage the parent/carers to be actively involved in working with their child to achieve their targets
- encourage the parent/carers to comment on their child's SEN provision
- give parents/carers the opportunity to discuss their child's needs with appropriate staff e.g. teacher, teaching assistant, SENCo, parent mentor

8.0 Education of Pupils with Medical Needs

8.1 The school recognises that pupils 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 and where this is the case the school will comply with its duties under the Equality Act 2010.

8.2 Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) 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.

8.3 A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school. The school will:

- notify the LA/EWO if a pupil is likely to be away from school due to medical needs for more than 15 working days.
- supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work
- be active in monitoring progress and reintegration into school, liaising with other agencies as necessary
- ensure the pupil is kept informed about social events and are able to participate through homework if necessary
- facilitate liaison with peers through visits, correspondence or ICT

9.0 Liaison with other agencies

The school works closely with external advisers such as the speech & language therapist, educational psychologist, school nurse, physiotherapist and occupational therapist. The school values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units.

10.0 Supporting pupils and families

Further information can be found in the SEN Information provided on the school website together with a range of other policies.

11. Monitoring, Evaluation and Review of SEN Policy and Guidelines

This document is subject to review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEN policy and guidelines. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in planning
- Measurable progress made by individual children
- Monitoring reports and classroom observations
- Evaluation of the quality and impact of Pupil Passports
- Collation of children's and parent's/carer's comments following review meetings.

Approved by: Full Governing Body

Date: 13th October 2025