



Abberley Parochial V.C. Primary School

Rooted and Grounded in Love

SEND Policy

Date reviewed: September 2024

Next review: September 2025

Approved by governors:

Our school vision is based on Paul's writing to the Ephesians:

Ephesians 3:17-19

That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Based on this vision, our curriculum is founded on the following key principles:

People in our school will learn to love and be loved

People will be taught to comprehend through a breadth of opportunity and with significant depth of understanding

All people are entitled to live a fulfilled, enriched and joyful life and our curriculum will seek to enable this

At Abberley Parochial V.C. Primary School the emphasis is on the development of each individual child. To this end we ensure that all children are given the opportunity to reach their potential through high quality teaching and learning. We embrace resilience and independence, whilst encouraging creativity and curiosity.

In line with all Worcestershire schools we meet the needs of pupils with Special Educational Needs and Disabilities through a 'Graduated Response' to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. It is our aim to be as inclusive as possible, with the needs of pupils being met in a mainstream setting wherever possible and where families want this to happen.

Contact Details

Responsible Persons for SEN and disability:		
Head Teacher Mrs. C Shelley	SEND Governor Mr A Rodriguez	Special Educational Needs Coordinator (SENCo)Miss Lauren Hughes senco@abberley.worcs.sch.uk
NASENCo (National Awards for SEN Coordination) status: Miss Lauren Hughes- Awarded January 2021		

Overview:

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools (2014)

SEND Code of Practice –25 (2015)

School SEN Information Report Regulations (2014)

Statutory guidance on supporting pupils at school with medical conditions (2015)

The National Curriculum in England Key Stage 1 and 2 framework document (2013)

Safeguarding Policy

Accessibility policy and plan

Teachers' Standards (2013)

Aims: What do we want for our pupils with SEN and disability?

We are determined to use our best endeavours to provide a high quality, appropriate education for ALL pupils at our school so that they:

Achieve their best

Become confident individuals who live fulfilling lives

Make a successful transition to their next phase of education (keeping in mind the end goal of making a successful transition to adulthood)

How are we going to do this?

Be an inclusive, positive and creative school, which constantly strives for better outcomes for ALL children.

To work within the guidelines of the SEND Code of Practice, 2014.

To provide a SENCo who will work with the SEN Inclusion Policy.

To identify and provide for pupils who have SEND.

To provide support, advice and training for all staff and form strong partnerships with other agencies and schools.

Identifying Special Educational Needs

Children's SEN are generally through of in the following four 'broad areas of need and support (from the SEND Code of Practice)

Communication and Interaction (e.g. Autistic Spectrum Disorder, ASD)

Cognition and Learning (e.g. Dyslexia)

Social, emotional and mental health (e.g. Anxiety disorders)

Sensory and/or physical needs (e.g. visual or hearing impairment)

These areas give an overview of the range of the needs to plan for but children may have needs that cut across all these areas and their needs may change over time. The purpose of identification is to work out how the school can best support a child not to fit the pupil into a category. At Abberley Parochial VC Primary School, we identify the needs of children by considering the needs of the whole child, not just the special educational needs of the person.

These factors are NOT SEN, but we recognise that they may affect progress and attainment:

Disability (the Code Practice outlines the 'reasonable adjustment' duty of all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)

Attendance and punctuality

Health and welfare

EAL (English as an Additional Language)

Being in receipt of the Pupil Premium Grant (PPG)

Being a Looked After Child (LAC)

Being a child of Servicewoman/man

A graduated approach to SEN support:

How do we identify and manage children with SEND in our school?

What is SEN?

In the SEND Code of Practice, it states that a child has SEN where "...their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.

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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have a SEN. Formal lesson observations, regular learning walks and book trawls help us monitor this and where necessary, provide feedback and strategies to improve teachers' knowledge and understanding of SEN.

Our SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach:



The Graduated Approach

- Assess** pupil's needs.
- Plan** how to support needs (e.g. extra teaching and interventions).
- Do** put extra support in place.
- Review** if it worked. How has this affected the pupil's needs?
- Start the cycle again.

Teacher assessments and pupil progress meetings:

Class teachers assess all pupil's current skills and levels of attainment on entry, building on information from previous settings and classes. On a regular basis, class teachers assess the progress of all pupils in reading, writing and maths, identifying in particular where pupils are making less than expected progress (with support from the SLT). The Headteacher monitors progress through termly pupil progress meetings with teachers.

Where a pupil's progress is causing concern, this may be characterised by progress which:

Is significantly slower than that of their peers starting from the same baseline
Fails to match or better the child's previous rate of progress
Fails to close the attainment gap between the child and their peers
Widens the attainment gap

Early Identification

The SENCo works in close collaboration with the Early Years Foundation Stage (EYFS) teacher to ensure that needs are identified at the earliest point. Where there are concerns about a child, the SENCo may do class observations and fill in an 'Early Concerns Form' in consultation with the EYFS teacher, parents and child. The form details a child's strengths and interests, areas of need, current attainment, strategies/intervention tried and the impact of these, and next steps. This is reviewed and if minimal progress is gained after two waves of targeted intervention, the child may be placed on the SEN record.

Graduated Response: Wave 1

For your child this would mean that the teacher has identified that your child would benefit from specific small group work. This group, or Intervention group, may be

- Run in the classroom or outside.
- Run by a teacher or a Teaching assistant who has had training to run these groups.

Graduated Response: Wave 2

This would mean they have been identified by the class teacher as needing some extra support in school. This would be following the assessment of the intervention put in place in Wave 1.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make progress.
- A Teaching Assistant/teacher will run these small group sessions using the teacher's planning.

This type of support is available for any child who has specific gaps in their understanding of an area of learning.

Graduated Response: Wave 3

Following further assessment of the intervention provided, it may be deemed necessary to involve specialist support in school from other professionals.

This may be from:

- Local Authority central services such as the Educational Psychologist or The ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, an Occupational Therapist or the Learning Support Team.

For your child this would mean:

- Your child will have been identified by the class teacher (or you will have raised your worries) as needing a more specialist input in addition to the quality first teaching and intervention groups that are already in progress.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional, such as a Speech and Language Therapist or Educational Psychologist.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:

Making changes to the way your child is supported in class which may include some individual support or changing some aspects of teaching to support them. A small group of children run by school staff under the guidance of the outside professional.

The school may suggest that your child needs some individual support in school.

They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support for your child

This could be provided via an Education, Health and Care Plan (EHCP). This would mean your child will have been identified by the class teacher as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The parents of a child or the school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request to the Local Authority has been completed (with a lot of information about your child, including some from you), they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If it is deemed necessary, they will ask you and all professionals

involved with your child to write a report outlining your child's needs. If they do not think your child needs require an EHC Plan at the time of request, they will ask the school to continue with the support at Wave 3.

- After the all reports have been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at Wave 3 and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the support that should be provided and what strategies must be put in place. It will also have long and short term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programs or run small groups which would include your child.

Special Educational Needs and Disabilities Coordinator

Responsible for:

- Co-coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are: involved in supporting your child's learning kept informed about the support your child is getting
- Involved in reviewing how they are progressing against the outcomes set.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Writing an Individual Provision Plan, and sharing and reviewing these with parents at least once each term and planning for the next term. Ensuring that all staff working with your child in school are helping to deliver the planned work/program for your child, so they can achieve the best possible progress.

This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- He/She will allocate responsibility to the class teachers but is still responsible for ensuring that your child's needs are met.
- He/She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

Responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the school's SEN funding is appropriately spent.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

- To support and challenge the Head Teacher and Inclusion Leader with regards to SEN/D within the school.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Our SEN Governor meet with our SENCo at least termly to ensure they are fully informed about SEND at Abberley.

Communication

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to SENCO or Headteacher.
- If you are still not happy you can speak to the school SEND Governor.

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive and discuss with you any referrals to outside professionals to support your child's learning.

How teachers are supported to work with children with SEND

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Children at Wave 2 will have an Individual Provision Plan, which will be reviewed and then discussed with parents, every term, and the plan for the next term discussed.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

Support for parents

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. In addition to this, children who are working on targets at Wave 3 and above can arrange regular termly or half termly meeting to review targets and set new ones.
- Individual Provision Plans will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.