



# **Abbey School & EYFS**

## **SEND Policy**

**Fleur Greinig**

**September 2020**

**Statutory Policy**

# Abbey School & EYFS

## SEND Policy

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Reviewed by	SJG and FG

Details of education and welfare provision for pupils with education, health and care plans (EHCP) and pupils who speak English as an additional language (EAL).

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This SEND policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Send Code of Practice 0 – 25 Guidance (January 2015)
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **Mission Statement**

At the Abbey School we recognise that all children are individual, and through observations we take account of their needs as they become apparent. Children are the prime focus of our work.

Our graduated approach to SEND recognises that there is a continuum of SEND. Where necessary, increasing specialist expertise will be brought to bear on the difficulties that a child may be experiencing.



**ASSESS**  
to establish a clear analysis of the child's needs  
**PLAN**  
to set out how the child will be supported  
**ACTION**  
to provide the support (as in a plan)  
**REVIEW**  
Regular reviews to assess the effectiveness of the provision and lead to changes where necessary

## Rationale

The DFE defines Special Educational Needs as follows:-

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

A child has learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of children of the same age
- (b) has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.
- (c) Is under five and falls within the definition at (a) or (b) above or should do if special educational provision was not made for the child.

We at Abbey School acknowledge that each child has different abilities and qualities and these develop at different rates. Whatever the need of a child we aim to ensure they are supported in all areas of their learning and across time. Out planning provides equal access to all pre-school curriculum and individual programme of work identified for each child.

## Purpose

In order to ensure we are helping children with specific problems our policies and training reflect the need for staff to identify and support children with Special Educational Needs.

## Guidelines

In order to achieve this support, we have set up a procedure to ensure that all parties are involved (SENDCo, Parents, Child and Teacher) and the needs of children are fully met.

## The SEND team at Abbey School

At the Abbey School, we follow the codes of practice (DFE) and have named SENDCo, **presently for KS1 and KS2 Mrs S J Greinig, BAHons, PGDip, MA**, who as a BPhil and a Post-Graduate diploma in special educational needs from Exeter University. She is currently assisted by Miss F. Greinig (Headteacher). Our EYFS SENDCo is **Miss A Fitzpatrick** who is presently undertaking her EYFS SENDCo training.

## SENDCo Responsibilities

The responsibilities of the SENDCo are:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs
- Liaising with Class Teachers, parents and outside agencies
- Overseeing internal Individual Educational Plans (IEPs)
- Overseeing Education, Health and Care plans (EHC Plans), making referrals to outside agencies and requesting statutory assessments
- Conducting Annual Reviews for children with Statements of Educational Needs
- Attending SENDCo meetings to keep up to date with SEND developments

## Introduction

This policy is in keeping with the school's aims for learning and teaching, inclusion and equal opportunities policies. Children with special Educational Needs are not viewed as separate but as part of the whole school. We recognise and value the experiences that they bring to our school and nursery and the contribution that they make.

## Objectives

- To work within the SEND code of practice 2014
- To identify areas of special needs as early as possible.
- To include all pupils by providing access to a broad and balanced curriculum through whole class, small group teaching and individual support.
- To provide a curriculum that is relevant and differentiated to meet the individual needs of the children.
- To help each child to realise their full potential and to optimise their self-esteem.
- To encourage parents to understand and support their child's learning at home and at school.
- To enable all staff to play a part in the identification of SEND pupils and address their individual needs.

## The SEND Process

There are four broad categories of SEND as stated in the SEND Code of Practice 2014:

- Cognition and learning (C&L)
- Communication and interaction (C&I)
- Social, emotional and mental health (SEMH)
- Physical and sensory (S/P)

Pupils with SEND are identified by one of five assessment routes all of which are part of the approach to monitoring progress of all pupils:

1. Class/Subject teachers are continually aware of pupil's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- a) Is significantly slower than that of their peers starting from the same baseline
- b) Fails to match or better the child's previous rate of progress
- c) Fails to close the attainment gap between the child and their peers
- d) Exhibits a mismatch between verbal ability and attainment

2. The progress of every child is monitored at half-termly, pupil progress meetings. Where pupils are identified as not making progress in spite of high quality teaching, they are discussed with the appropriate support team, including the SENDCO and the Class/Subject teacher and a plan of action is agreed. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

3. In all phases all pupils on the SEND Register of Additional Needs are discussed at the half-termly meetings between the SENDCO and the class teachers. The names of other pupils causing concern are highlighted here and the pupils are monitored.

4. In addition there are weekly inclusion meetings with the SENDCO, Headteacher, EYFS SENDCO, Foundation Lead and Designated Safeguarding Officer. The names of pupils of concern can also be raised here by discussing SEN Pupil Referral Forms (Appendix A).

5. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND Support on the Register of Additional Needs.

Although the school can identify many different special educational needs and make provision to meet those needs, we do not offer diagnoses as this is undertaken by specialists in their field. Parents are advised to contact their GP if they think their child may have such as ASD or ADHD or some similar learning difficulty, or with the Head Teacher who may recommend an assessment by an Educational Psychologist.

### **A graduated approach to SEND**

There is a graduated approach to addressing the Special Educational Needs of the children, referred to as Wave 1, 2, and 3.

#### **Wave 1**

**'Every teacher is a teacher of every child, including those with SEND'. Quality First Teaching.**

Initial identification is the responsibility of the Class Teacher, unless a child enters the school with a previously noted area of SEND. The process begins with the professional judgement of the class teacher and is supported where appropriate, by ongoing assessment of National Curriculum, Reading and Spelling ages and SAT scores. The class teacher informs the SENDCO that they are concerned about a child in their class using the SEN Pupil Referral Form. The SENDCO will discuss the referral at the weekly Inclusion meeting and also have a discussion with the child's teacher. The child is thus monitored by the class teacher and when relevant, an initial concern is noted on the Register of Additional Needs as the child being Monitored.

Abbey School regularly and rigorously observes teaching across the school in its observation schedule to maintain standards. It also has termly Pupil Progress Meetings that robustly monitor progress of all of pupils. Tracking reports are also completed every half term. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment. If the class teacher remains concerned about the progress a child is making, further action is taken as in Wave 2 and an individual educational plan is created (IEP) on which is noted action and goals as well as a review date.

At the initial review after a child has been monitored, a note is made of what is working, what is not working, and what needs to change. (It may also be appropriate for the Additional Needs Monitoring to cease and the pupil's name removed from the Additional Needs Register).

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.
- The impact and quality of support should be evaluated along with the views of the pupil and their parents. This should feedback into the analysis of the pupils needs
- The class or subject teacher should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil, and the SENDCO
- Parent should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

## Wave 2

If a child who is being monitored by their teacher is not making satisfactory progress highlighted from our assessment processes then they will be moved to Wave 2. Here children on our Register of Additional Needs will transfer from being Monitored to being at the SEND Support level. At Abbey School, we provide short-term, individual or small-group interventions for pupils who experience barriers to learning. These can be different in each year group and include:

- Individual/Small group work
- Speech and language groups run by trained Teaching Assistants.
- Fine Motor Skills groups (for handwriting or to help pupils cut and draw) TA led
- Phonological awareness teaching as in Read Write Inc groups
- Individual Learning Support from our Learning Support Tutor, paid for by parents
- Reading partners
- Daily phonics teaching
- Numeracy interventions
- Typing skills
- Social Skills Groups as in Funfit
- Story talking to help pupils learn the skills to make up their own stories
- Individual behaviour support
- Counselling
- Intensive Interaction

## Statutory Assessment/EHC Plans

If a student fails to make adequate progress in spite of high quality, targeted support and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Education Health Care Plan (a EHC Plan). If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

The SENDCO is responsible for providing support and mentoring by allocating pupils with EHCPs a specified amount of support.

## Wave 3

At Wave 3 a child may have an EHCP and this may have come about by parents requesting and assessment by an Educational Psychologist (EP). In Abbey School, an EP assessment is paid for by the parents. At Wave 3 if the pupil has an EHCP the SENDCO may ask some of the following professionals to provide advice, teaching or to prepare a special programme of support for your child. The programme will be carried out by additional adults or teachers who work at Abbey School be funded by the LA:

- A special and personal plan that meets the unique needs of the child.
- Specialist teacher
- Speech and Language Therapist (SALT)
- Clinician from the Child and Family Service (CFCS)
- Psychologist from the Child and Adolescent Mental Health Service (CAMHs)
- Teacher from the Pupil Referral Service (PRU)
- If your child has behavioural, emotional or social difficulties, there may be a learning mentor or key worker
- Occupational Therapist
- Teaching assistant supporting in lessons as needed

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In addition to this, at Wave 3, Abbey School has access to specialist provision for pupils with minor to moderate speech, language or communication needs or for High-functioning Autism. Pupils will normally have an EHCP to be part of the provision. Being in the provision means that a child has a personal and unique programme of learning which will include some of the following:

- Advice or teaching from a specialist teacher
- Extra 1:1 learning
- Dedicated times each week to improve Speech and Language. Your child could follow a programme written and monitored by a Speech and Language Therapist with a TA
- Small group support for English and Maths.
  
- Small group work to support social development
- Small group work 'Funfit', to support skills development

### Evaluation of Policy

We will use the following criteria as a measure of success.

- Has the quality of pupils' learning been enhanced?
- Has the standard of learning improved?
- Is the whole school consistency in: -
  - Methodology.
  - Understanding the requirements of the Special Needs Code of Practice.
- Are IEP's accurate and covering the requirements?
- Are records kept up to date?
- Has any part of the policy been difficult to implement? END

**APPENDIX A: Special Educational Needs - Pupil Referral Form**

<b>Pupil's Name:</b>				
<b>Date of Birth:</b>				
<b>Year Group:</b>				
<b>Member of Staff:</b>				
<b>Current Data</b>	<b>Reading</b>	<b>Writing</b>	<b>SPaG</b>	<b>Maths</b>

<b>1. Tick which area(s) are a concern:</b>	
Communication and Interaction	
Cognition and Learning	
Social, emotional and mental health difficulties	
Sensory and/or physical difficulties	

<b>2. Briefly explain what difficulties the pupil is experiencing in accessing the curriculum:</b>

<b>3. Aside from quality first teaching, how have you differentiated the lessons/adapted your planning for the student?</b>



4. Detail any other factors which may be relevant: (Include conversations with the pupil/parents/colleagues.)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Actioned by the SENCO:

Resolved with referring staff:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_