



## SEND Policy

### 1. Introduction

1.1 This policy applies to all pupils and staff of Abbot's Hill, including EYFS.

1.2 This policy should be read in conjunction with the English as an Additional Language Policy, Educational Equal Opportunities Policy, Gifted and Talented Policy and the Inclusion Policy.

1.3 This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs and disabilities (SEND). The policy refers to the Children and Families Act 2014 and associated regulations.

1.4 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 September 2014
- SEND Code 2015
- Schools SEN Information Report Regulations 2014 and the Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions Sept 2014
- The National Curriculum in England Key Stage 1-4
- Safeguarding Policy
- Accessibility Plan
- Teachers standards 2012

### 2. SENCo

2.1 Mrs B Manning is the school's SENCo and is responsible for managing the provision for children and young people with SEND at Abbot's Hill. Mrs Manning has a BEd, The level 7 National SENCo Award (NASENCO), a diploma in SpLD – dyslexia and a level 7 Certificate in Psychometric Testing, Assessment and Access Arrangements.

2.2 Contact details – [bmanning@abbotshill.herts.sch.uk](mailto:bmanning@abbotshill.herts.sch.uk) 01442 240333

### 3. Aims and Objectives

3.1 Abbot's Hill welcomes pupils with a wide range of skills and talents. Our selection procedures are designed to identify pupils who are likely to achieve grade 4 or above at GCSE in a reasonable number of subjects including the core subjects. We aim to enable all pupils to achieve their full potential in all aspects of school life but we recognise that some pupils are challenged by specific learning difficulties.

3.2 Abbot's Hill is able to support pupils with learning difficulties but is not a special school with Unit facilities and therefore it can only offer a limited level of support. Pupils are allowed to study one less foreign language if languages prove difficult for them and it is possible to keep one GCSE option block 'free' for study, thereby reducing the pressure of work. This



extra time can be used to reinforce work done in lessons, spend more time on prep, undertake extra reading and research or to have individual specialist support lessons.

3.3 The parents of all pupils with a diagnosed Specific Learning Difficulty (SpLD) should give the school an up-to-date Educational Psychologist's report in order that we may best meet the pupil's needs.

3.4 Some pupils may have a condition other than a SpLD, e.g. Attention Deficit Disorder (ADD), Autistic Spectrum Disorder (ASD) which will require some form of support and monitoring. Any background information, reports from specialists, information relating to previous help should be provided so that we can provide effective support and enable your child to make progress. It is the responsibility of the parents to supply this information and not the previous school.

3.5 The school aims to meet the special needs of all children within the school as they arise. Many children will have a special need at some time during their school life. These should be identified and diagnosed and effective learning strategies or support put in place.

3.6 The school aims to operate a 'Whole-School' policy of intervention so that all pupils can fulfil their potential and can maximise the educational facilities on offer. In order to do this we:

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice 2014 and 2015 updates
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- Provide support and advice for all staff working with special educational needs pupils

## **4. Identifying Special Educational Needs**

4.1 Definition of Special Educational Needs and Disabilities:

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. These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

4.2 A pupil has a learning difficulty or disability if he or she:

- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age
- Has a significantly greater difficulty in learning than the majority of pupils of the same age

4.3 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as having a disability will require this provision.



4.4 Every pupil's skills and attainment will be assessed on entry to Abbots Hill from Reception. At the same time, the school will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

4.5 All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupil who have or may have SEND. Subject teachers' regular assessment of pupils will help identify those who are making less than expected progress. Reviews of the quality of teaching should include teachers' understanding of strategies to support pupils.

4.6 In deciding whether a pupil has SEND, information should be gathered on pupil progress from baseline assessments and standardised screening or assessment, and information from parents, teachers and the pupil.

4.7 Any decision on whether SEND provision is required must start with the desired outcomes, including the views of the pupil and the parents. This should then determine the support that is needed. We may also draw on the knowledge of outside professionals and agencies.

## **5. A Graduated Approach to SEND Support**

5.1 Where a pupil is identified as having SEND, action should be taken to remove the barriers to learning. This support should take a four part cycle. This is known as the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do, and Review.

5.2 Individual Educational Plans (IEPs) clearly record the nature of difficulties and learning preferences of each pupil. Advice is given for all teaching staff to help them plan for the pupil's needs. Targets are set for all work done in Learning Support lessons and in class where appropriate. These targets are drawn up by the Learning Support teacher in collaboration with the pupil, subject teachers and parents. In 2018 we began to phase in Pupil Passports to replace IEPs. Pupil Passports present the same information as an IEP in a slightly more pupil-centred way. Pupil Passport targets are written in the same way as an IEP.

5.3 All pupils receiving extra provision have an Individual Education Plan or a Pupil Passport.

5.4 Electronic copies of these are found on the T drive which is available to staff on the school network. IEPs or Pupil Passports can also be viewed via SchoolBase. Occasionally the pupil will have an information IEP which does not have targets.

5.5 Reviews of the IEPs or Pupil Passports take place at the end of each term. Pupils are consulted and parents are invited to comment on the progress made.

5.6 IEPs or Pupil Passports are put into action for all pupils on the SEND register and targets are monitored through book scrutiny, lesson observations, reports, learning walks and departmental tracking as well as discussion with subject teachers.



## **Involving specialists**

5.7 Where a pupil continues to make less than the expected progress due to a SEND, despite the use of an evidence based approach and well-matched interventions, we will consider referring to specialist staff, either through the Local Authority or other outside agencies. At any point of a proposed change in provision or discussion regarding a changed course of action, parents will be fully involved in the process.

## **Education, Health and Care plans**

5.8 Education, Health and Care plans (EHC) are the replacement for Statements of Special Educational Needs.

5.9 Where, despite a school having taken the relevant action to identify, assess and meet the needs of a pupil, the pupil has not made expected progress, the school and parents/carers should consider applying for an EHC.

## **6. Managing Pupils' Needs on the SEND register**

### **The Register**

6.1 The SEND register is managed through SchoolBase (the school's MIS) and all staff can access an up to date, tailored register for each class/group they meet. The register is updated daily by the SENCo with details all of the pupils' educational needs. The decision to place a pupil on the SEND register will be made by the SENCo in conjunction with parents and professionals involved in the assessment process. If support is to be provided, parents will be informed and a clear date for reviewing progress must be set.

6.2 Pupils are recorded in the following categories:-

**SENMonitor** – SEN Monitoring category shows that a teacher has raised a concern and is monitoring this concern and should have regular dialogue with the Learning Support teachers until a point where a decision is made for this to proceed to the next stage or cease to be a concern. An end date entered shows that a child was being monitored and a decision was made that it is no longer necessary to monitor beyond the school's normal practices.

**SENTest** – SEN Testing category shows that a formal referral has been made by a teacher/parent/pupil to the Learning Support Department and the decision was reached for the child to be tested/observed. An end date entered shows that a child was tested and a decision has been made to either monitor, offer support or refer.

**SENSupport**– The child is officially placed on the SEND register and an IEP or Pupil Passport is written to meet the child's needs. A SEN alert will be used for all pupils that are receiving support from the school by any of the teachers in the Learning Support Department. An end date shows that support has been offered to the child and is no longer necessary. The child will be monitored for a period of time.

**SENRefer** – Where we feel that a child is not making reasonable progress further assessment may be required either in school or by an external professional. This decision will be made in collaboration with parents, pupils and teachers. Referral may be made for the local authority to carry out an Educational, Health and Care needs assessment. During the course of this assessment, the local authority must gather advice from relevant professionals

about the pupil's education, health and care needs, desired outcomes and provision required to meet the identified needs and achieve desired outcomes.

**EHC Plans**—We will ensure that the school makes adequate provision for the child and review the EHC plan annually as well as reviewing the IEP at least termly.

## **7. Supporting Pupils and Families**

7.1 Parents and pupils are kept informed of progress through termly IEPs or Pupil Passports and through discussion at Parents' Evenings. They are encouraged to discuss and contribute towards targets and to comment on the IEP or Pupil Passport and be part of the cycle of assess, plan, do and review cycle of support. EHC plans/Statement Reviews will be held annually for all professionals involved with the pupil to come together to discuss progress and future support.

7.2 The department operates an "open door" policy, allowing both parents and pupils to come into the Rose Garden to discuss their concerns before and after school. "Drop in" is between 8.00am and 8.20am and 4.30pm and 5pm. An appointment is recommended if the problem is likely to take some time to sort out or an appointment is required during the school day.

7.3 We always take into consideration the views of the pupils in forming targets and the recommendations for subject teachers. These views are formally recorded on the IEP or Pupil Passport.

7.4 A range of suitable careers advice will be given to pupils as part of the PSHCEE programme and we are continually updating our knowledge regarding suitability of courses and providers for post 16 education.

## **8. Supporting pupils at school with medical conditions**

8.1 We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Individual Medical Plans, drawn up by the School Nurse and Head of Pupil Progress and Welfare, allow us to support the needs of pupils in the school with medical conditions. If a child has additional SEND this will be also mentioned in the Medical Plan and therefore close liaison is needed with the SENCo.

## **9. Monitoring and evaluation of SEND**

9.1 We regularly evaluate the provision made for all children in the school by learning walks, lesson observations, questionnaires and book scrutiny. Particular focus is included in all of these processes of the needs of those children with SEND.

## **10. Training and Resources**

### **Cost for Learning Support**

10.1 Learning Support lessons are provided within the normal fee structure where the school deems the support necessary for progression to be made. School will decide on the most appropriate level of support and groupings in order to facilitate this progression. Assessment by outside professionals is funded by the parent.



## **Training**

10.2 School staff can drop into the Rose Garden (the Learning Support base) to seek the advice of our specialist staff. We have a library of information books that can be borrowed and electronic information sheets are also held on the T drive. Observations of pupils in class can be requested and advice given to the teachers as appropriate.

10.3 The Learning Support team take part in cluster group meetings with other independent and maintained schools and regular training is provided with groups such as the Helen Arkell Dyslexia centre. Department meetings each term include short presentations by the each member of the team disseminating information gained through courses or reading.

10.4 All teaching staff and support staff, that work with pupils in the school, will be provided with general or specific training on meeting the needs of SEND. Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil. Training may be delivered in school, by specialist services working with a particular pupil.

10.5 All staff who receive any SEND training will disseminate their knowledge to others to benefit all working in the school.

10.6 The school recognises the needs for staff INSET on issues of SEND provision and incorporates this within the plans for full staff INSET. In addition an awareness of SEND issues is part of all new staff induction and addressed appropriately at regular staff and pupil assessment meetings.

10.7 The SENCo also provides INSET to trainee teachers on the staff.

## **11. Roles and Responsibilities**

SENCo - Mrs B Manning

11.1 It is the responsibility of all teachers to identify and support children with SEND.

11.2 Roles and responsibilities within the Learning Support department are detailed in the SEND information report which is updated at least annually.

11.3 The implementation of the SEND policy is reviewed by the Governors' Education Committee.

## **12. Storing and Managing Information**

12.1 Documents are stored securely on our network or SchoolBase. Documents are stored with appropriate security levels. Printed copies of any confidential information, including SEND registers etc. will be shredded when no longer required. Staff are encouraged to access information on screen rather than making printed copies.

## **13. Reviewing the policy**

13.1 This policy will be reviewed annually or more frequently if required.



## 14. Accessibility

### Admissions

14.1 Abbot's Hill School accepts pupils who are dyslexic, who have other Specific Learning Difficulties (SpLDs), including ADD/ADHD, and those for whom English is not their first language (EAL). The school also offers places to pupils who have other difficulties such as physical disabilities, motor co-ordination problems, visual impairment, auditory impairment, Autistic Spectrum Disorder and emotional problems.

14.2 Suitability of the structure of school buildings and their limitations for each pupil has to be considered in this context. This is carried out in consultation with each pupil, with parents and with any appropriately qualified person, as necessary.

14.3 The school Admissions process makes provision for the disclosure of SEND. At all times the commitment of the school, to deal appropriately and supportively in the admissions assessment procedure is emphasised to parents. Applications are considered on the basis that all reasonable adjustments have been made by the School in order to cater for the child's special educational need and/or disability. The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately or appropriately for the child's physical and educational needs or promote the child's well-being.

14.4 If, following the offer of the place, it is discovered that the school has not received full disclosure of information relating to the child's special educational need and/or disability and the school is not able to provide adequately or appropriately for the child's physical and educational needs or promote the child's well-being by making reasonable adjustments for those special educational needs and/ or disabilities, then the school may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.

14.5 Where a parent requests confidentiality regarding a SEND this request would limit what the school could provide in making reasonable adjustments. Under these circumstances the school has the right to decide the balance of confidentiality and possible and reasonable adjustments for inclusion.

### Appointment of Staff

14.6 The school is committed to an equal opportunities approach to employment and ensures both in the advertising and promotion of posts and in selection procedures that appropriate measures are taken to ensure that discrimination does not take place.

### Education and associated services

14.7 The school has a duty to ensure that less favourable treatment does not occur in the following areas:

- curriculum
- teaching and learning
- timetabling, classroom and school organization and setting
- homework
- serving of school meals
- interaction with peers, school clubs and activities



- assessment and exam arrangements
- school discipline
- exclusion/suspension procedures
- preparation of pupils for their next phase of education

14.8 All of these are bound by the limits of reasonable adjustment as detailed in the Equality Act 2010.

14.9 We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum (such as the omission of foreign language study) in response to the needs of an individual's learning profile.

### **Access to out of classroom activities**

14.10 Abbot's Hill School will, wherever possible, make reasonable adjustment to allow SEND pupils to access the full educational and learning experiences that the school provides.

14.11 However, under the reasonable adjustments duty the school also has to consider:

- the need to maintain academic, musical, sporting and other standards
- the financial resources available to the school
- the health and safety requirements (SEND does not override the school's duties under Health and Safety legislation.)
- the interests of the other pupils and persons who may be admitted to the school as pupils.

14.12 In the event that a pupil's co-curricular or recreational activities are limited by their SEND profile, alternative opportunities will be made available wherever possible. To this end, there is close liaison between the SENCo and Physical Education staff.

### **Educational Ethos**

14.13 Abbot's Hill School is an educationally inclusive school, where the teaching and learning achievements, attitudes and wellbeing of every pupil matter.

14.14 Through appropriate curricular provision, we recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language. Parents are fully involved in the education of their children and are fully informed when special educational provision is made for their child.

14.15 Appropriate alternative communication methods are implemented if necessary and in response to individual need. This could include, for example, access to enlarged print texts and examination papers, modified conditions or special equipment for pupils with a hearing impairment in oral examinations and in the examination hall, Braille materials etc. All staff are expected to differentiate their lesson plans and materials to accommodate children with particular communication needs or other special educational needs.



## **Gifted and Talented Pupils**

14.16 The school recognises gifted and talented pupils as having Special Educational Needs, and individual teachers and tutors differentiate their work in response to the needs of this group. The school has a Gifted and Talented Co-ordinator and a separate policy which supports the interests of the gifted and talented.

## **Accessibility Strategies: Buildings and Site**

14.17 Under SEND the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the school's plans for future development.

14.18 We have considered the implications of a large site which is not uniformly flat, and recognises that any child with impaired mobility will face some difficulties in moving around the grounds. While reasonable adjustment will always be made, the site is not suitable for children with severe physical impairments or disabilities.

## **Review**

14.19 Abbot's Hill School is committed to reviewing annually both admissions procedures and policies and issues of access to learning to ensure that a continuous responsibility is exercised. Other areas of policy and provision should in addition where appropriate be reviewed with SEND in mind.

## **15. Dealing with complaints**

15.1 Parents who have concerns about any aspect of their SEND provision should discuss these in the first instance with the pupil's Learning Support teacher, the appropriate Learning Support Co-ordinator or SENCo.

15.2 If the issue is not resolved, parents should follow the school's Complaints Policy

## **16. Bullying**

16.1 The school as a whole aims to teach the value of integrity, morality and a concern for others and to develop pupils' self-confidence and independence so that they are well-equipped to play an active role in society. The Behaviour Code explicitly states that pupils should show courtesy, respect and consideration for others. All members of the school community, pupils or staff, should be free from the fear of bullying. Everyone should feel able to speak out and report any concerns about bullying in the knowledge that they will be listened to and that the matter will be investigated. Bullying has not been and will not be tolerated at Abbot's Hill School.

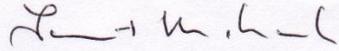
16.2 Vulnerable learners at the school have a nominated adult in the Learning Support department that leads their provision. The very small teaching groups for this provision are centred round an individualistic approach and this nurturing relationship should also develop the pupil's confidence to alert staff to situations which are not in line with the ethos of the school.

16.3 Opportunities in assemblies and PSHCEE are taken to address individual needs of pupils and pupils will talk openly about their difficulties and steps they have taken to overcome these. Our Learning Support Captains are chosen carefully so that they can help mentor pupils that are having difficulty in accepting their individual needs.



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Review Date: January 2020 or earlier if major legislative change



Janet Mark

**Chairman of the Education Committee**