

Abingdon Primary School



This school is an academy within The Legacy Learning Trust.



SEND Inclusion Policy

Status & review	Term	Year
Last review date/Policy adopted	Spring	2024
Next review	Spring	2025
Lead	Mr A Cooper	

1. Aim

We believe in inclusion for all. We value all our pupils. We believe that all children have an equal right to an education, which enables them to fully develop their personal, social and intellectual potential. Our school is underpinned by our ARCH values of Aspiration, Commitment, Resilience and Harmony. This is evident across school, for all children, in all that we do. We strive to provide all our children with a quality education matched appropriately to their needs.

2. Objectives

- That our school philosophy as outlined above underpins all of our actions and is actively promoted by all members of the school community;
- That all children whatever their gender, ability, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum;
- That we have high expectations of all children in all areas of school life;
- That we promote positive partnerships with:
 - parents, involving them in their children's learning and achievements;
 - children, so that where possible they are aware of their personal targets and receive positive reinforcement;
- That our policy and procedures for special educational needs are known, understood, and followed by all members of staff;
- To provide relevant and up to date training opportunities for all members of staff;
- To provide the SENDCO and phase leads with non-contact time to monitor children's progress;
- To provide a clear structure for the management of specialist support and curriculum intervention strategies (e.g. timetables, working guidance for support staff);
- To produce SEND Support Plans which are consistently formulated, manageable and implemented as an integral part of planning and teaching;
- To ensure all staff recognise that pupils with SEND are at risk of greater abuse and ensure that staff are vigilant to other signs of abuse in addition to verbal disclosures.
- To manage pathways of SEND so that the provision offered supports the needs of all children, be in class, with 1:1 support or accessing bespoke provision within the Little ARCH.
- To ensure that every child, in every class has access to a universally inclusive offer to support access for all and that additional support is needed to ensure they can access learning, this is bespoke to their needs.

3. Definition of Special Educational Needs

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child shall not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he / she is primarily taught. However, it may be that in the short-term children with little knowledge of English will need extra support to enable them to develop a functional use of the language (please refer to EAL policy). Prior to commencing a graduated response, we allow time for the child to establish themselves within school and to become accustomed to school expectations and routines.

4. Admission Arrangements

With due regard to parental choice and accessibility of the school building all children with SEND who apply will be accepted by the school in line with the admissions policy. When a child is new to school who has specific needs, time will be given prior to start date to ensure appropriate resources and environment adaptations are in place.

5. Curriculum Access and Provision

All children will be taught a broad and balanced curriculum. Where children require additional or specialist support, specialist resources or extension materials these will generally be provided by the school or the school will make an application for assistance to the relevant services. Bespoke and appropriate adaptations will be made at a group or individual level to ensure that all children can access their learning.

6. Roles and responsibilities

Headteacher – Adam Cooper

Linked SEND Governor – Alison Kerr

SENDCO (Special Educational Needs or Disability Co-ordinator) – Mrs Emma Ingledew

Phase teams:

Phase 1 – Mrs Kay Venis

Phase 2 – Miss Isabella Rotondi

Phase 3 – Mrs Rebecca Stephenson

Little ARCH (Higher Needs Provision) – Miss Rebecca Simpson

The Headteacher is responsible for:

- Supporting the SENDCO and Phase Leaders in carrying out their remit to a high standard;
- The day-to-day management of all aspects of the school, this includes the support for children with SEND;
- Ensuring that the Local Governing Body is kept up to date about any issues in the school relating to SEND.

The linked SEND Governor is responsible for

- Making sure that the SEND policies and procedures are followed, and necessary support is made for any child who attends the school with SEND.

The SENDCO is responsible for:

- 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 the provision for pupils with High and/or complex needs is of the highest standard;
- Supporting the phase leaders to ensure that the provision for all pupils with SEND is of the highest standard;
- Coordinating the graduated response;
- Ensuring that parents are:
 - Involved in supporting their child's learning;
 - Kept informed about the support their child is getting;
 - Involved in reviewing how their child is doing;
- Monitoring and evaluating the quality of teaching, learning and standards of achievement, setting targets for improvement;
- Liaising with the Headteacher to ensure appropriate levels of funding/support are budgeted for and incorporated into the school development plan;
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapist, Educational Psychologist etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are excellent records of 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;
- Liaising with the local secondary schools to ensure the smooth and planned transition of pupils with Special Educational Needs.

The Phase Leads are responsible for:

- Supporting the SENDCO in 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 the provision for all pupils with SEND is of the highest standard;
- Ensuring that parents are:
 - Involved in supporting their child's learning;
 - Kept informed about the support their child is getting;
 - Involved in reviewing how their child is doing;
- Monitoring and evaluating the quality of teaching, learning and standards of achievement, setting targets for improvement;
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapist, Educational Psychologist etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are excellent records of 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;
- Liaising with the local secondary schools in order to ensure the smooth and planned transition of pupils with Special Educational Needs.

Class teachers are responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary;
- Raising awareness of children who are a cause for concern and monitoring them through the graduated response;
- Setting and reviewing SMART targets with parents at least once each term and planning for these for the next term;
- Ensuring that all staff working with a child in school are helped to deliver the planned work/programme for a child, so they can be successful. 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 children they teach with SEND.

6. Staff Training

All staff have received safeguarding and first aid training including CPR, the use of epi-pens, dealing with diabetes, epilepsy and the use of inhalers. Different members of staff have received training related to SEND.

These have included training on:

- How to support children with social and emotional needs through the Thrive approach
- How to create a universal offer which supports a range of needs



- How to support children with dyslexia;
- How to support children with neurodiversity including autism;
- How to support children with executive functioning challenges;
- SMART targets and graduated response;
- Intensive interactions

7. Identification, assessment and provision for pupils with SEND

We have a whole school adaptive approach to continually assessing, planning, implementing, and reviewing our approach to teaching all children. Teachers use a range of sources of information to identify a potential special educational need including:

- Teachers' assessment and experience of the child;
- Pupil progress, attainment and behaviour;
- The child's development in comparison with their peers;
- The impact of home life on ability to engage
- Emotional regulation
- Executive functioning
- The views and experiences of parents;
- The child's own views;
- Advice from external support services e.g. Speech and Language Therapy, Visual /Hearing Impairment.

Categories of need

Special educational needs and provision fall under four broad areas (See Appendix 1)

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical.

Cause for concern

Teachers have responsibility for the educational and pastoral care of all children within their class. The class teacher is usually the first person to identify when a child is unable to engage with the learning or who is experiencing behaviours which are not matched to their chronological age. The importance of the class teacher in readily identifying a concern and responding to it is paramount.

A class teacher with an initial concern will share the information they have gathered and discuss the pupil's needs with the SENDCO and/or phase leaders. Children will be recorded in CPOMS as 'cause for concern'. Careful monitoring and a review of progress will be made following the Graduated Response (Appendix 2) and if necessary further action taken.

SEN Support

When a child is identified as having a special educational need it may be due to teacher or parental concerns about a child (underpinned by evidence) who, despite receiving adapted learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly at an area of weakness;
- Shows signs of difficulty in developing core literacy and numeracy skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school;
- Has sensory or physical problems;
- Has communication and/or interaction difficulties

It is important to note that, 'Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEN. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.' We use a stage, not age approach when appropriate.

Similarly, 'A child shall not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he / she is primarily taught. However, it may be that in the short-term children with little knowledge of English will need extra support to enable them to develop a functional use of the language.'

SEN Support Cycle

Once a potential special educational need is identified, four types of action is taken by the school to put effective support in place – Assess, Plan, Do Review – this is the graduated approach called SEN Support. Classroom teachers are at the heart of the SEN Support system driving the movement around these four stages with the support and guidance of the SENDCO and specialist staff.

The teacher supported by the SENDCO, is responsible for adaptations (such as appropriate resources)– teachers are best placed to know the kind of adaptations that children require and whether additional intervention is needed to sustain or improve their access to the curriculum. Some children may receive short term interventions, some may require longer periods of support and support may be within a small group or offered on an individual

basis. The progress made by each child is tracked carefully by the teacher, SENDCO and other senior leaders. The class teacher will keep parents informed as to the impact of targeted provision, what has worked well, and what has not worked or has ceased to make an impact during review and planning meetings.

Specialist provision delivered by outside agencies

Individual support for a child in school or at another location may involve:

- Outside agencies such as the Sensory Teaching and Support Service and Speech and Language Therapy;
- Attendance at a Support Unit e.g. Overfields Speech and Language Unit, Beverly Park or another agency e.g. Child and Adolescence Mental Health Service (CAMHS).

For a child this would mean:

- A child will have been identified by the class teacher/SENDCO/parent or specialist professional as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups;
- Permission from parents/carers will have been given in order that the school can refer a child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school understand a child's particular needs better and be able to support them effectively in school;
- The specialist professional will work with a child to understand their needs and make recommendations, which may include:
 - Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better;
 - Support with setting targets which include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group;
 - A group or individual work with outside professional.

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

Specified individual support

Substantial, targeted support for a child in school usually provided via High Needs Funding.

For a child this would mean:

- A child will have been identified by the class teacher/SENDCO and other professionals as needing a particularly high level of individual or daily small group teaching because their needs are severe and complex;
- It might mean that a child has an Education Health Care Plan (EHCP) though it is not necessary. Eligibility for High Needs Funding is based on needs and provision rather than whether a child has an EHCP;

- Individual support and strategies will be tailored to a child's needs, with progress monitored and shared with parents.

8. EHC plan

Where a child demonstrates a specific, significant and long-term need, they may require more specialist provision or access to a higher level of adult specialist support. This additional support and provision will be sought through application to the Local Authority via High Needs panel or through Education and Health Care Planning.

The decision to access this will be at the discretion of the school, however we welcome parental views and enquiries. Parents can also apply for an EHCP by speaking directly to Middlesbrough Local Authority. For more information, contact the SEN single point of contact by calling 01642 201831 or emailing sen@middlesbrough.gov.uk.

The key factor indicating the need for this level of support is the complex nature of a child's needs or rate of progress. It may then be necessary to address this with additional or different provision to enable them to learn more effectively.

Any professional working to support a child can request that the LA carries out an Education Health and Care assessment (EHC assessment). Parents can talk to Emma Ingledew or the Phase Leaders about the EHC assessment, discuss whether an assessment is needed and if so, complete the request form.

9. Curriculum

Ensuring all children access a high-quality curriculum through quality first teaching strategies and adaptative provision is our ultimate aim. By employing effective strategies and adaptations through our universal offer, we provide a high quality, engaging and challenging curriculum offer for our pupils who have additional needs which does not reduce our expectations for their progress and achievement.

A multi-tiered curriculum approach ensures pupils with complex needs access a developmentally appropriate and engaging curriculum in which they can develop socially, emotionally, physically and intellectually. A key focus is the early development of communication, attention and interaction skills. These are at the core of the Bucket time activities, which we use to teach children how to focus, sustain, shift and share their attention when working 1:1 with an adult, with a peer and as part of a group. Communication pathways are delivered as part of a relevant and engaging curriculum and put each child at the centre of their own education.

10. Assessing and tracking progress and attainment

The progress of each child included on the SEND register is tracked as a vulnerable group each term using the whole school assessment system and provides the SENDCO with relevant assessment information in the subjects of reading, writing and mathematics.

This allows teachers to facilitate the planning and assessment of learning for pupils who are significantly below age related and making small steps of progress.

For pupils with complex needs, communication through pathways statements identify important skills within domains of learning and provide a framework for writing personal learning intentions. Further information regarding school assessment and tracking can be obtained from the school assessment policy.

The school also has developed detailed assessments in the areas of Personal and Social Development and Speech and Language Development. These are used specifically with SEND registered children who exhibit problems in these areas namely: behaviour, self-organisation skills, attention levels, use of spoken language, understanding of language etc.

10. Links with other services

The school endeavours to ensure positive links between themselves and a range of other services and providers in order to meet the varying needs of the SEND children within the school.

The agencies used by the school include:

- School Nurse;
- Educational Psychologist;
- Speech and Language Therapy;
- Sensory Teaching, Advisory and Support Service;
- CAMHS;
- South Tees Getting Help Team (CAMHS)
- Neurodevelopmental Assessment Service
- The Bungalow Project;
- Paediatric Physiotherapy;
- Paediatric Occupational Therapy;
- Children's Services;
- The Cleveland Unit;
- Early Years Specialist Support Service;
- Outreach and Inclusion Service;
- Beverley School for Autism;
- Beverley Park;
- Holmwood Primary School;
- Overfields Speech and Language Unit.

10. Partnerships with parents and children

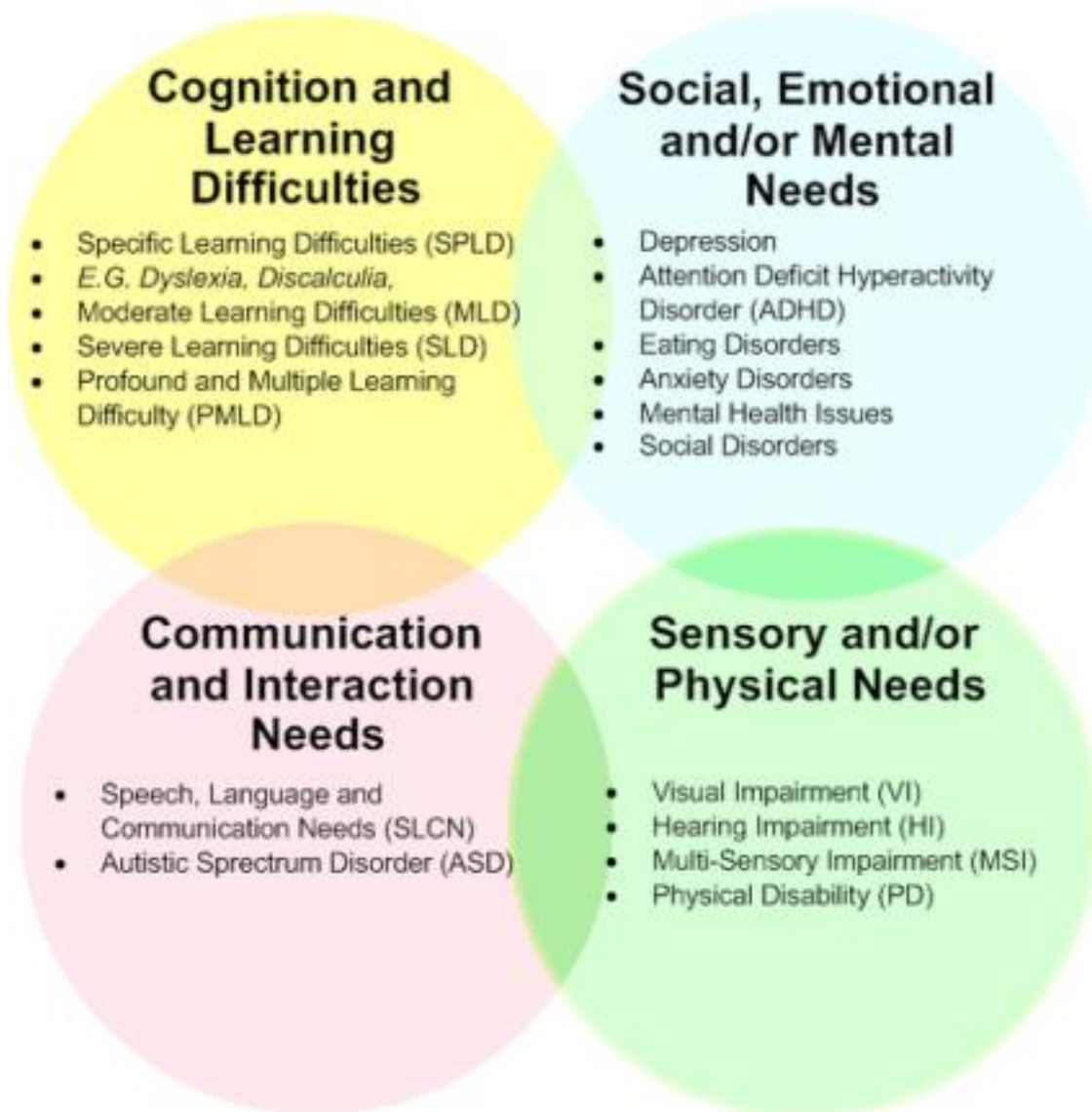
The school will endeavour to:

- Provide clear and accurate information about the child's SEND and the purposes of any assessment, targets or intervention project;
- Ensure that the child and parents understand the agreed outcomes of any intervention and are aware of how parents can support progress towards targets at home;
- Put parents in touch with local support or advocacy services for children as appropriate.

Further information about the SEND Information Report provided by Abingdon Primary School can be found on the school's website <http://www.abingdonprimary.org.uk>

APPENDIX 1

Overview of SEND need



APPENDIX 2
 Graduated Response

When identifying children who need to be added to the SEND register, we take a graduated response of **Assess, Plan, Do, Review**: The following steps will be taken to identify children who need to be added to the SEND register:

Step 1: Initial Discussion	
ASSESS	If the child has barriers to accessing the curriculum with Universal Provision, then initial discussions take place between the SENDCo/ Phase Leads and teachers. This will be logged on CPOMS as a 'cause for concern'.
Step 2: Assessments	
ASSESS	The SENDCo begins to gather information about the child by asking all relevant parties to complete an assessment of the child within two weeks of initial discussion (see overleaf). Teachers and Teaching Assistants should complete and return this to the SEND team via CPOMS .
Step 3: Discussion	
ASSESS AND DO	The SENDCo draws out key information from the completed assessments in step 2 and holds a discussion with teachers about the shared findings.
Step 4: Observation	
ASSESS AND DO	The SEND team carry out observations of the child in both their classroom environment and during lunch/ breaktimes. The SENDCo draws out key findings from observations to form part of their feedback. Add any actions to CPOMS.
Step 5: Feedback	
REVIEW	A meeting is held between the teacher, teaching assistant - facilitated by the SENDCo and Phase Leaders. SENDCo feeds back on key findings from the observation within two weeks. The SENDCo will arrange to observe again to follow up.
Step 6: Observation	
REVIEW	The SENDCo will observe the child again, possibly with use of other professionals, looking for progress made against the next steps that were previously set. From this observation, the SEND team decides on what needs to happen next.
Step 7: Feedback	
REVIEW	The SENDCo feeds back on key findings from the 2nd observation and the next steps of action. If SEND registration is required, the area of need will be discussed.



Any agreed provision will be shared with the parents at a meeting: discussing universal, bespoke or specialist provision, and the graduated response of: Assess, Plan, Do, Review will be explained.

Step 8: Initiate.

**PLAN
AND
DO**

If required, the child is added to the SEND register. Senior administrator to update SEND register on SIMS.

A SEND Support Plan is written.

Where appropriate, referrals will be made to other professionals (Speech & Language, Occupational Therapy etc).

If required co-ordinated care plans or EHCP plans will be started upon parental consent.

In class support will be provided (resources, outreach, intervention etc)

Support will be offered for parents/carers.



APPENDIX 3

SEND Support Plan template

Name:	Year Group: N R Y1 Y2 Y3 Y4 Y5 Y6
Teacher:	Date this plan started:
Primary area of need: Cognition & Learning Communication & Interaction Social, Emotional & Mental Health Physical/Sensory	Additional area of need: Cognition & Learning Communication & Interaction Social, Emotional & Mental Health Physical/Sensory
Universal Offer Clear expectations and routines Personalised positive feedback Accessible environment for all E.g. slides are all a neutral, pale background Tidy and purposeful learning environment Talk level defined by teacher Common and consistent ways to get the attention of the children Model, repeat, remind Movement breaks Meet and greet Thrive strategies Visual and physical aids (concentration aids, timers, visual timetables) Consistent font use	Bespoke Offer
Pupil Voice What is working well for you? What do you find challenging? What is important to you? How could school support you?	

Autumn Term		Attendance:	Strategies/Interventions/Evidence
SMART Target 1			Evidence & Date achieved
SMART Target 2			Evidence & Date achieved
SMART Target 3			Evidence & Date achieved

APPENDIX 4

Identification of SEND – Initial Assessment

Child's Name:		Year Group:	
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Form Completed By:		Date:	
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This will form part of the wider discussion when addressing need and deciding whether a child needs to be placed onto the SEND register. When complete, please upload to CPOMs.

What are the barriers to learning that the child is experiencing and in what subjects?	What are their strengths, interests and aspirations?
What support do they require across the curriculum?	What do you think would help to improve provision in order for the identified child to learn?

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