**The Abbey CE VA Primary School, Shaftesbury**

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***SEN AND DISABILITY POLICY***

*Updated January 2025*

**The Abbey CE VA Primary School**

**COMPLIANCE**

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

* Equality Act 2010: Advice for schools – *(DfE May 2014)*
* SEND Code of Practice 0 to 25 (July 2014)
* Schools SEN Information Report Regulations (2014)

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION**

The Head teacher has overall responsibility for Special Educational Needs and Disability in The Abbey CE VA Primary School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Sally Bratcher-Howard (showard@shaftesburyabbey.dorset.sch.uk). This person is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND (and disability) provision for children/young people at The Abbey CE VA Primary School is Mrs Sally Bratcher-Howard (showard@shaftesburyabbey.dorset.sch.uk).

The Governor with oversight of the arrangements for SEN and disability is: Mrs Margaret Derrett. She is contactable via the school office.

This policy was developed in consultation with staff, parents and governors.

**AIMS AND OBJECTIVES**

The Abbey CE VA Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

The motto of our school is ‘being the best we can be’ and this is our aim for all our children, and our staff working with them. We aim to identify any Special Educational Needs and Disabilities (SEND) as soon as possible using our trained Special Educational Needs and Disability Co-ordinator (SENDCo) and our experienced staff. This means we can set aspirational outcomes for our children with SEND and put in appropriate support to enable them to reach their full potential right from the start of their school life with us.

We have a caring and enthusiastic staff who are committed to providing an engaging learning environment for all children, whatever their needs and interests. We have an on-going training programme to make sure these staff are able to make use of new approaches and ideas. We also provide a safe, welcoming learning space with exciting resources.

AIMS

* To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
* To enable each child to take part in, and contribute fully to, school life.
* To develop all individuals’ self-esteem and self-confidence.
* To provide access to, and progression within, the curriculum for all children.
* To identify at an early age individuals who need extra help and support.
* To involve children in planning to address and monitor their special educational needs and or disability.
* To work in partnership with parents to support children’s learning and health needs.
* To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

OBJECTIVES

* To work within the guidance provided in the SEND Code of Practice, 2014
* To identify and provide for children who have special educational needs and additional needs
* To employ a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work within the bounds of the SEND Inclusion Policy
* To provide support and advice to all staff who work with children with special educational needs.

**ROLES AND RESPONSIBILITIES**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that The Abbey CE VA Primary School’s arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. The SEND Information Report is published on the school website.

The SENDCo provides advice to staff and works with parents and pupils in setting outcomes and planning provision to achieve these. The SENDCo works closely with a team of teaching assistants who have been trained to develop specialisms in supporting children with specific needs.

**ADMISSION ARRANGEMENTS**

The Abbey CE VA Primary School uses the local authority arrangement for school admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this The Abbey CE VA Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, The Abbey CE VA Primary School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority’s website. <http://familyinformationdirectory.dorsetforyou.com>

**FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in ‘The Equality Act 2010 and schools – *(May 2014)*’. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

All the classrooms are calm, welcoming places which incorporate aids such as visual timetables for those on the Autistic Spectrum, and colour adjusted screens for whiteboards and computers for those with Dyslexia. All of the classrooms and other teaching spaces have been adjusted to ensure the acoustics are suitable for children with Hearing Impairments and there is a sound loop fitted in the hall.

There is a disabled access toilet with facilities for washing and changing. A wide range of specialist equipment and resources has been built up to support children with additional needs.

A key resource is 'The Den'; a special room set up for working with children needing help with anger, anxiety, grief or low confidence. It is designed to provide a sanctuary with relaxing chairs, soothing lights and special toys and books. There are also quiet spaces for children to retreat to if they need time out from a situation.

A further key resource is the newly establish ‘The Nest’. This is a learning base style of support with dedicated members of staff and resources designed to meet high levels of additional needs, as well an benefitting wider groups of children through a nurture group and specific interventions.

There are established links to help effective communication with children, parents and carers whose first language is not English

**SEN INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff. The Dorset Family Information Service includes details of the school and a link to the school’s SEND policies and support information.

**IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 *(July 2014)* identifies SEND under four broad areas of need (sections 6.28 to 6.35):

1. Cognition and learning
2. Communication and interaction
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Listening to and speaking with parents and carers

- Information shared by pre-schools or previous schools

- Information shared by other professionals e.g. a doctor or Speech and Language Therapist

- Concerns raised by teachers or teaching assistants in relation to class learning, or identified through the Head teacher or SENDCo reviewing pupils' progress in learning

- Concerns raised by staff in school about social and emotional well-being e.g. a child finding it hard to get on with friends or feeling anxious or angry

When needs are identified pupils and parents meet with the SENDCo and teaching staff to identify outcomes to work towards. These outcomes are reviewed termly. Pupil progress data is tracked for children with SEND, making use of termly assessments and tests within the classroom. Additional standardised testing may be carried out by the SENDCo, at the request of parents/ carers or teachers, to give further information to be used in planning targets. The SENDCo may call on external professionals for further advice. Parents/ carers would be involved in these requests and in ensuring their children attend appointments with these professionals.

Learning needs are managed by using additional support, sometimes including having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have, or may have, additional learning needs. This is known as a ‘graduated response’. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child’s parents / carers mustbe informed that special educational provision is being made.

The SENDCo will use the school’s tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

* Attendance and punctuality
* Health and welfare
* English as an Additional Language
* Pupil Premium
* Looked After Children
* Service children
* Disability where there is no impact on progress and attainment.
* Behaviour where there is no underlying SEND
* Bereavement and family issues.

**MANAGING SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEND and or a disability, The Abbey CE VA Primary School adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 *(July 2014)* sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Initially children and those working with them are involved in compiling a profile, identifying the strengths and successes of the child and the way they prefer to be supported. Parents and children meet with their class teacher and SENDCo to set outcomes, both long term and short term, and the targets that will enable these to be met. These targets are reviewed termly by the parents, children and class teacher to measure their effectiveness in working towards the short term outcomes. The expectation is that the teacher holds the responsibility for evidencing progress towards the outcomes set. The SENDCo will monitor the progress towards outcomes, looking at additional provision needed to enable the child to meet targets. If the provision needed is outside that which the school is able to provide, the SENDCo will look to access external support. If this is felt to be necessary parents will be informed and asked to support any request for external involvement. This could be asking for a Speech and Language input or advice from the school nursing team. Staff and parents are kept informed of the outcomes of external advice sought.

**MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

The SENDCo meets regularly with staff working with children with SEND. Informal discussions generally take place on a weekly basis and staff, parents and children know that they have a point of contact whenever they need it. Open communication is encouraged such that issues are discussed when they arise rather than waiting for set review points. Targets and progress towards outcomes are reviewed termly. The progress and attainment of children with SEND are monitored half termly through tracking data.

**COMING OFF THE SEND REGISTER**

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However, a child’s progress will continue to be monitored by using the school’s tracking systems.

**STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school’s policy/protocol on security of information.

**SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

The Abbey CE VA Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – *(DfEApril 2014).* We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that The Abbey CE VA Primary School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See The Abbey CE VA Primary School’s policy on “Supporting children at school with medical conditions”.)

**TRANSITION ARRANGEMENTS**

The Abbey CE VA Primary School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Prospective parents are encouraged to look around the school and to meet with the SENDCo, if their child has SEND, before making a school selection. The SENDCo provides a point of contact for any ongoing questions before this selection and in the period leading up to school entry. A meeting for parents new to Reception takes place in the summer term prior to entry allowing any questions or concerns to be raised with class teachers. If appropriate, meetings with parents, external professionals and school staff are planned. Additional transition visits may also be deemed helpful. Transition from year to year is supported by teachers meeting to discuss pupils and by ‘meet the teacher’ meetings for parents. Planning for transition to secondary school begins in Year 5 with visits to the next school and discussions between staff and parents/ carers. In the year before transfer external professionals may become involved to support the transition process.

**TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The SENDCo will provide information on specific needs for new staff. The SENDCo will also keep up to date with new training and will attend network meetings arranged by the local authority and cluster group.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

**SEN INFORMATION**

The Abbey CE VA Primary School presents its SEN information in the following ways:

1. by information placed on the school website which can be found at www.abbeyschool.org.uk;
2. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority’s websites.

**ACCESSIBILITY**

The Abbey CE VA Primary School publishes its Accessibility Plan on the school website; this information can be found at www.abbeyschool.org.uk.

**COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo.

The Abbey CE VA Primary School publishes its Complaints Policy on the school website.

**REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually. The updated policy will be put on the school website with details of the consultation process allowing involvement of all stakeholders – parents, children, staff and governors.

**LINKS TO OTHER RELATED POLICIES**

Supporting children at school with medical conditions

Accessibility Plan

Single Equality Policy

Safeguarding

Anti-bullying

Vulnerable Groups

Data protection

Equality Impact Assessment – initial screening record

|  |  |
| --- | --- |
| 1. What area of work is being considered? | SEND Policy |
| 2. Upon whom will this impact? | Children, Staff and Parents |

3. How would the work impact upon groups; are they included and considered?

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Equality Strands*** | Negative impact | Positive impact | No impact |
| Minority ethnic groups |  | x |  |
| Gender |  | x |  |
| Disability |  | x |  |
| Religion, Faith or belief |  | x |  |
| Sexual Orientation  |  | x |  |
| Transgender |  | x |  |
| Age (N/A to pre-school and school children) |  | x |  |
| Rurality |  | x |  |

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

|  |  |  |  |
| --- | --- | --- | --- |
|  | NO | YES | Uncertain |
| Minority ethnic groups |  | x |  |
| Gender |  | x |  |
| Disability |  | x |  |
| Religion, Faith or belief |  | x |  |
| Sexual Orientation  |  | x |  |
| Transgender |  | x |  |
| Age |  | x |  |
| Rurality |  | x |  |

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| --- |
| Does the initial screening highlight potential issues that may be illegal? YES / NO |
| Further comments:- The Abbey CE VA Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. |
| Do you consider that a full Equality Impact Assessment is required? YES / NO |
| Initial screening carried out by Mrs S. Howard Signed: Update: January 2025 |
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| --- |
| Comment by Headteacher:Date…………………. |