Abbotsbury Primary School

Policy for Special Educational Needs and/or Disabilities

This policy will be reviewed annually.

Signed _____ (Headteacher) Date _____

Signed _____ (SENCo) Date _____

Signed _____ (SEN Governor) Date _____

Date of policy: September 2025 Review date: September 2026

Definitions of special educational need (SEN) taken from section 20 of the Children and Families Act 2014.

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 under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

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

This policy was created by the school's SENCo, Liz Cox, with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

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1) Aims

At Abbotsbury Primary School, our staff and Governors are committed to providing equal and high quality learning opportunities for all children regardless of their first language, age, ability, aptitude, special educational needs (SEN) and/or disabilities, socio economic background and social emotional and mental health difficulties.

We value all children as individuals with their own unique qualities to offer. We are committed to providing a happy, secure and stimulating learning environment where they can strive to reach their full potential, with the support and encouragement they need, as they develop skills and knowledge for their future adult life.

We strive to ensure that every child receives a broad, balanced and relevant education with full access to the creative, social, spiritual, moral and cultural curriculums. Every teacher is a teacher of every child, including those with SEN.

Objectives

1. To ensure all relevant guidance and Codes of Practice including the SEN and Disability Act, The Equality Act 2010 and SEND Code of Practice 2014 are implemented effectively across the school.
2. To provide a Special Educational Needs Co-ordinator (SENCo) who will coordinate the provision of children with SEN and/or disabilities.
3. To continually monitor the progress of all pupils, to identify needs as they arise and provide for children who have special educational needs and additional needs as early as possible.

4. To provide specific input, matched to individual needs, in addition to quality first, adapted classroom provision for those children recorded as having SEN and/or disabilities to overcome barriers to learning.
5. To seek the advice and support of outside agencies when a child's needs cannot be met by the school alone.
6. To provide support and advice for all staff working with children with SEN and/or difficulties.
7. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEN and/or disabilities.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To involve the children themselves in planning and in any decision making that affects them.

Responsibility for the coordination of SEN provision

Mrs Ro Maybury, Head teacher, is responsible for overseeing the provision for children with SEN and/or disabilities.

The overall responsibility for coordinating the provision for the children with SEN and/or disabilities at Abbotsbury Primary School is that of the Assistant Head for Inclusion / SENCo, Miss Liz Cox. We have an Early Years SEN Lead, Ms Tara Dalton, who is supported by Miss Cox. As a member of SLT, Miss Cox reports regularly to the group and Governors on this area.

The SEN Governor is Kimberley Ketchell.

2) Identifying Special Educational Needs

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional or special educational needs. In addition, parents/carers are encouraged to share any concerns regarding their child with the class teacher.

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

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

These areas are to help the school identify and provide for needs rather than label a child or put them in a particular category. The needs of the child will be identified by considering the needs of the whole child, not just the special educational needs of the child.

Children must not be regarded as having a difficulty solely because their home language is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Equality legislation. Children with poor behaviour, Children who are Looked After, poor attendees, children in receipt of the Pupil Premium Grant, children of

servicemen/women or those with a medical need will not necessarily be considered as having a special educational need for these reasons alone.

3) A Graduated Approach to SEN Support

Quality First Teaching

Quality First Teaching is an entitlement for every child. In order to make progress, a child may only require adaptation of the whole class plans. The adaptation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptations will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future adaptation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality, personalised teaching.

SEN Support

Where a period of adapted curriculum support has not resulted in the child making adequate progress OR where the nature or level of the child's needs are unlikely to be met by such an approach, additional provision may need to be made and SEN Support level provision put in place that is additional to and different from that provided by the usual adapted curriculum. Based on the school's observations and assessment data and following a discussion between the class teacher, SENCo or EY SEN lead and parent, the child may be placed on the SEN register. In accordance with the Code of Practice, we follow the Assess, Plan, Do, Review cycle. The class teacher will write a SEN Support Plan in consultation with the SENCo/ EY SEN Lead, child and parents/carers. This document forms an individual record for the child of their personal targets, individual provision map and contains termly tracking data which reflects the child's achievements. Although some pupils may need more frequent reviews, targets will generally be reviewed termly by the teacher following consultation with school colleagues, the child and the parents/carers and then new targets will be discussed together.

As part of the review process, the SENCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to draw on more specialised assessments from external agencies and professionals. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child.

We acknowledge that additional intervention and support cannot compensate for a lack of good quality teaching. All teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

Request for Education, Health and Care Plan (EHCP)

For a child who is not making adequate progress, despite a period of SEN Support interventions and the involvement of specialist services, in agreement and conjunction with the parents/carers, the school may request the Local Authority to make a statutory assessment in order to determine whether it is necessary to make an Education, Health and Care Plan (EHCP).

The school is required to submit evidence, including the views of the child and parent/carer, to the LA whose SEN panel makes a judgement about whether or not the child's needs can continue to be met from the resources ordinarily available to the school. The judgment will be made using the LA's current criteria for making a statutory assessment.

In service training (CPD)

We aim to ensure that all school staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of the children with SEN and/or disabilities. Part of our monitoring process includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered.

4) **Managing Pupils Needs on the SEN Register**

- The SENCo / EY SEN Lead will meet with each class teacher every term to discuss additional needs concerns and to review and write new targets for SEN Support Plans.
- At other times, teachers will alert the SENCo / EY SEN Lead and discuss any newly arising concerns.
- Targets arising from SEN meetings and reviews will be used to inform and support whole class approaches to inclusion e.g. adaptations, varied teaching styles.
- The SENCo will advise and offer support on the planning for SEN children.
- The SENCo, together with the SLT, monitors the quality and effectiveness of provision for pupils with SEN during whole school monitoring procedures.
- SEN support is primarily delivered by class teachers through adapted teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The provision map detailing the support timetable is reviewed at half-termly progress meetings/work scrutinies by the SENCo and the SLT in line with current pupil needs, educational initiatives such as Literacy and Maths initiatives, and the budget. Additional support is funded through individual allocations from the LA.
- Details of the support and services available to children with SEN and/or disabilities are available in the school SEN Information Report and LA Local Offer.
- With the consent of parents/carers, the SENCo / EY SEN Lead may seek the advice/support of outside agencies or refer a child to specialist services. This is funded from the SEN budget.
- Support staff, class teachers, the SENCo / EY SEN Lead and outside agencies liaise and share developments in order to inform reviews and plan ahead. Specialist services may also meet with parents/carers.

5) Criteria for Exiting the SEN Register

The progress of **all** pupils is monitored half termly and SEN Support targets are monitored termly in line with the SEN Code of Practice. If the child has made good progress and the teacher believes that the child no longer requires support that is additional to and different from that provided by the usual adapted

curriculum, the child can be removed from the SEN register following consultation with the SENCo, parent/carer and child.

6) **Supporting Pupils and Families**

At Abbotsbury, we believe that a close working relationship with parents is vital to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- the continued social and academic progress of children with SEN and/or disabilities
- targets are set and met effectively

Staff and parents/carers work together to support children identified as having additional needs.
Parents can access our school Local Offer/SEN Information Report via the school website and the LA Local Offer contains information and advice for parents about the full range of support available within the borough.

The Assessment Co-ordinator liaises with the SENCo to ensure that children with SEN and/or disabilities are able to access exams and other assessments.

Parents' evenings are offered three times a year and provide an opportunity for parents/carers and teachers to meet. Teachers meet with parents/carers of SEN children three times a year to discuss progress and review and set new targets. Additional meetings with teachers and/or the SENCo / EY SEN Lead may be made throughout the year.

Transition meetings are held at the end of the academic year when teachers share information, both academic and social/emotional, in order to ensure that staff have a clear insight into the needs of pupils who will be under their care during the next academic year.
Children transitioning to secondary provision have a planned transition programme and, where necessary, a child may be accompanied to their new school by a member of Abbotsbury staff as part of an additional induction programme. The SENCo liaises with the new school and records are passed on.

Children entering the school have the opportunity to attend sessions prior to starting school.
Parents/carers meet staff and pass on information relevant to the development of their child. If appropriate, pre-school providers and parents meet/liaise with the SENCo or EY SEN Lead to ensure that the appropriate level of support is in place.

7) Supporting Pupils at School with Medical Conditions

At Abbotsbury, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

In line with DfE legislation (September 2014), the school follows the advice and recommendations of the LA with regards to supporting children with medical conditions and managing the medical conditions of pupils. The policy is available on request.

8) Monitoring and Evaluation of SEND

The provision offered to all pupils is regularly and carefully monitored and evaluated through lesson observations, progress meetings, book scans and sampling of staff views, pupils' views and parent/carer views.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

9) Training and Resources

- The SENCo regularly attends the LA's SENCo network meetings and the local CAMHS Mental Health network meetings in order to keep up to date with local and national updates in SEND.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-service training and individual professional development is arranged, matched to these targets.
- In-house additional needs training and Inclusion training is provided through staff meetings by the SENCo.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training is provided where this is appropriate.

10) Roles and Responsibilities

Role of the Head teacher: to oversee all aspects of SEN.

Role of SEN Governor: to support the SENCo, to champion the issue of special educational needs within the work of the governing body and have specific oversight of the school's arrangements and provision for special educational needs.

Role of Teaching Assistants: Line managed by the SENCo, the role of TAs is to support children with special educational needs, ensuring that the child can integrate as fully as possible in the activities generally undertaken by the other children in the class. Duties will include running specific intervention programmes and activities to assist the child's individual learning and social needs and implementing targets on the child's SEN Support Plan in liaison with the class teacher and SENCo.

Designated Teacher with specific Safeguarding responsibility: Head teacher, Deputy Head teacher

Member of staff responsible for managing PPG/CLA funding: Head teacher

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Head teacher / SENCo

11) Storing and Managing Information

Documents are stored in line with the school's protocol for confidentiality and in line with new GDPR requirements.

12) Reviewing the Policy

In line with the new SEND requirements for schools effective from September 2014, the SEN policy will be reviewed annually.

13) Accessibility

The school is a disabled friendly school. Ramps are provided to access all areas of the building. There is a disabled toilet and entrance doors are wide enough to enable wheelchair access. Children with disabilities are encouraged to participate in after-school clubs and school visits are planned carefully to ensure they are accessible.

- The PSHER curriculum includes issues of disability, difference and valuing diversity.
- The library resources include books that reflect the range of special educational needs issues and come from a disability equality perspective.
- Opportunities to teach children via signs e.g. using symbols on displays and around the class are optimised. Communicate in Print 2 is used to facilitate this.
- We have strong links with Perseid, our neighbouring special school. We have an established Link Club where children in Year 6 spend one lunch time a week there developing an understanding of the needs of children with a wide range of disabilities. Year 5 are involved in multi skill activity workshops and in the past, some children from Perseid have spent a lunchtime / afternoon a week in our mainstream setting.

14) Dealing with Complaints

The complaints procedures for Abbotsbury Primary School are set out on the school website. Parents who are unhappy about any aspect of their child's educational progress should ask for a meeting initially with the class teacher. If any parent has concerns or complaints regarding the care or welfare of their child, they can make an appointment to speak with one of the Assistant Head teachers or Head teacher. For any complaints specifically related to SEN, the parent/carer should make an appointment to see the SENCo/Assistant Head for Inclusion.

15) Bullying

Our Anti-Bullying Policy is available on the school website. Our Anti-Bullying Policy and practice aims to ensure that all members of our community can be safe from any kind of bullying. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

16) Appendices

The Local Offer/SEN Information Report and additional policies can be accessed via the school website:

http://www.abbotsbury.merton.sch.uk

Contact details

Liz Cox (SENCo/Assistant Head for Inclusion) 0208 640 1010

Glossary of SEN terms that are abbreviated

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
CT	Class teacher
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
EWO	Educational Welfare Officer
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
INSET	In Service Training
KS	Key Stage
CLA	Child Looked After
LA	Local Authority
LBL	Language Behaviour and Learning
MAOS	Merton Autism Outreach Service
MASH	Multi Agency Safeguarding Hub
MLD	Moderate Learning Difficulty
NC	National Curriculum
ODD	Oppositional Defiant Disorder
OT	Occupational Therapist
SaLT	Speech and Language Therapy
SEAL	Social Emotional Aspects of Learning
SEMH	Social Emotional Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
VI	Visual Impairment