

Abbey Primary School

SEN Policy



Approved by:	Headteacher: Mark Gilbert Chair of Governors: Amy Phillips
Date	
Next review due:	September 2026

Contents (click the titles to be taken to a section)

- 1. Aims and objectives**
- 2. Legislation and guidance**
- 3. Definitions**
- 4. Roles and responsibilities**
- 5. SEN information report**
- 6. Identification, Assessment and Monitoring**
- 7. Expertise and training of staff**
- 8. Links with external professional agencies**
- 9. Admission and accessibility arrangements**
- 10. Complaints about SEND provision**
- 12. Links with other policies and documents**

1. Aims and objectives

- Adhere to legislation and local authority guidelines set out in relation to SEND, in particular, The Code of Practice 2015.
- Ensure an inclusive and equitable environment for any pupil with SEND
- Give access to a broad and balanced curriculum, with adaptations being made where needed.
- Support pupils with SEND to achieve and work towards their aspirations, flourish and reach their full potential.
- Communicate with parents and encourage active involvement with decision-making processes and opportunities available to them and their child – ensuring that there are regular updates and opportunities for review.
- Communicate and involve pupils in decision-making where appropriate and gaining their views to ensure they get the most out of their time at Abbey Primary School.
- Provide information regarding our graduated response and how we identify, assess and support needs of pupils.

- Ensure all pupils receive Quality First Teaching and that staff understand and implement the SEN policy consistently.

2. Legislation and Guidance

This is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- Part 3 of the **Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND
- **The Special Educational Needs and Disability Regulations 2014**, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- **The Equality Act 2010** (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- **The Public Sector Equality Duty** (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- **The School Admissions Code**, which sets out the school's obligation to admit all pupils whose Education, Health and Care Plan (EHCP) names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

3. Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different

from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

- Communication and interaction (This includes Autism Spectrum Condition and those with Speech, Language and Communication Needs).
- Cognition and learning, (including pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties).
- Social, mental and emotional health, (pupils whose emotional, social or mental health needs affect their learning needs)
- Sensory/physical. (Students with hearing impairments, visual impairments, multi-sensory impairment and physical disabilities are supported in this category).

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

4. Roles and Responsibilities

The SENCo at Abbey Primary School is Katie Richardson, who has undertaken the NASENCo qualification in 2016 and will oversee the daily provision of children at Abbey Primary; ensuring their full inclusion in all aspects of school life.

The SENCo will:

- Oversee the day-to-day running of the policy and SEN across the school with the support of the senior leadership team.
- Co-ordinate and evaluate the provision in place for our SEN pupils and report this to governors
- Maintain and update the SEN register
- Track progress through discussions with class teachers, teaching assistants and pupil progress meetings as well as learning walks.
- Complete any necessary referrals in a timely manner (with the support of the class teacher where needed).
- Complete relevant paperwork in relation to SEND ensuring documentation is kept up to date.
- Offer support and guidance for staff when required
- Access guidance from additional outside agencies when needed (following our graduated response system)
- Liaise with parents in regards to their child's needs, progress and support.
- Ensure smooth transitions occur between settings by co-ordinating with other schools in relation to pupils' needs (e.g. nurseries/pre-school/secondary school/special school).
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data and use this to improve quality first teaching.

Governing Body:

The Governing Body is ultimately responsible for ensuring the school meet the needs of pupils with needs that are additional to or different from others. It is the responsibility of the headteacher, as the leader of the school, to ensure that this commitment is effectively implemented on a day-to-day basis.

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.
- They will be invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil. A pupil will only be placed in the SEN register, with the consent of the parent and a parent can request that their child is removed.

The pupil

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided.
- They will be invited to participate in discussions and decisions about this support (where appropriate). This might involve the pupil: Explaining what their strengths and difficulties are, contributing to setting targets or outcomes, attending review meetings, giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

5. SEN Information Report

The SEN Information Report can be found on the school's website and outlines how this policy is implemented within the school. The SEN Information Report will be reviewed annually alongside the SEN policy.

6. Identification, Assessment and Monitoring

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages or settings, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Staff will follow our graduated response which can be found on the school website and ensure all avenues of support are explored to meet the needs of each individual.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching and implement cycles of: Assess, Plan, Do Review to evaluate the support and needs of the individual.

Assess

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better their previous rate of progress

- Fails to close the attainment gap between them and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

If progress does not improve, the teacher will raise the issue with the SENCO in an initial discussion about whether this lack of progress may be due to a special educational need and complete an early response form outlining concerns and strategies which have been tried. Class teachers will also consult the pupil's parents or carers, and consider whether support from an external specialist is necessary.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

Plan

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN

- They are known to external agencies

- They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Do

Class teachers are ultimately responsible for daily interactions with pupils and for tracking their day-to-day progress. They also play a key role in supporting each child's development. In collaboration with the SENCO, they plan and assess the effectiveness of support and interventions, involving Teaching Assistants or specialist staff where necessary.

Where outside agency support has been accessed, school will utilise targets and strategies to further support pupils within the class or via interventions to facilitate further progress.

Class teachers will use an Individual Education Plan (IEP) to note targets, what has been offered or accessed and evaluate progress along the way.

Review

Each term, IEPs are reviewed by the class teacher with the input of relevant staff who have given input to targets, parents and the child where appropriate. Teachers are responsible for keeping up to date with reviews and creating new targets sooner if progress has been made to achieve those which have been set.

If consistent, limited progress is seen towards the targets, with parental consent, support of outside agencies may be sought.

If a child shows accelerated progress towards targets and closes the attainment gap over several cycles, then consideration will be taken to remove them from the SEN Register. This will be a mutual discussion and agreement between class teachers, SENCo and parents/carers.

Educational Health Care Plans

If, despite employing appropriate and purposeful methods to identify, evaluate, and cater to the needs of a child with SEND, the child does not achieve the expected progress, the school or parents may consider requesting an Education, Health, and Care Assessment. The school will provide the local authority with evidence of the measures taken as part of SEN support and they will assess whether an EHCP will be granted.

Further details on provision for children with SEN can be found in the SEN Information Report and the Accessibility Plan.

7. Expertise and training of staff

The SENCo (alongside the senior leadership team) will ensure that all staff are kept up to date with any local or national updates with regards to SEN and inclusion. Together, they will evaluate the needs of the staff and pupils and whether any training is necessary to ensure needs are met.

8. Links with external professional agencies

Connections with various external services are firmly established, encompassing Educational Psychology, Advisory Teachers, School Health, Vision Support,

Occupational Therapy, Speech and Language Therapy, Social Services, and the Looked After Children Team.

School will ensure that referrals are made (with consent of parents) to relevant agencies if it is required and complete any paperwork requested in a timely manner.

9. Admission and accessibility arrangements

School adheres to the Local Authority admissions policy. Available on request from school or via the local authorities website ([here](#)).

The Governing Body acknowledges that, there may be areas of school which potentially may not be fully accessible to children or adults with some physical disabilities such as visual impairments. However, a comprehensive access audit has been conducted, and a plan to enhance accessibility gradually is in place. Working alongside outside agencies has enabled us to identify better ways to support individuals with these needs and adapt areas of our school where necessary.

10. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the child's class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to raise concerns with the SENCo or Headteacher.

Formal complaints about SEND provision in our school should be made to the SENCO in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area visit the following: <https://go.walsall.gov.uk/children-and-young-people/send-local-offer/get-independent-information-and-advice-sen-dias>

11. Links to other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy