



The Abbey School

A Business and Enterprise Academy

Special Educational Needs Policy

Created by: G A Parsons

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The Abbey School strives to be a fully inclusive school. This policy is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Accessibility, Admissions, Child protection, DDA, Equality and Diversity, Exclusion, Inclusion, Learners with Difficulties and Safeguarding Children in Education

Definition of SEN

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age or
- (b) Has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 that is ‘a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. *SEN Code of Practice (2014, p5)*

1 The kinds of special educational need for which provision is made at the school

At The Abbey School, we can make provision for every kind of frequently occurring special educational need for those students without an Education, Health and Care Plan. For instance: dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning and behavioural difficulties.

ASD – 59

SEMH – 94

HI – 5

MLD – 71

PD – 6

SLCN – 35

SPLD – 113

VI – 7

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational needs:

ASD

SEMH

MLD/GLD

SLCN

SPLD

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority and the school is committed to making the reasonable adjustments where needed to support the learning of pupils within a mainstream environment.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At The Abbey School, we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all pupils at various points:

CATs Test

Reading Test

WRAT 4

NFER

Mock Examinations

Class-based tests

Where progress is not sufficient, even if special educational needs have not been identified, extra support is put in place to enable the pupil to catch up. Examples of extra support are:

- School-based tutors
- Teaching assistants
- Intervention - small groups - individual 1:1
- School counsellor
- Learning guides
- Speech and language therapy
- Examination support
- Reading challenge
- External support through behaviour support and specialist teaching services
- Pastoral support

A number of strategies are used at the school to support pupils with additional educational needs. These are quite flexible and students will gain access to them when the need is greatest. Some students may undergo a short programme while others may receive the support over a longer period.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At The Abbey School we are experienced in using the following assessment tools: Dyscalculia screening, Irlen syndrome screening, handwriting assessments, Dyslexia screening (DST), Diagnostic Reading Analysis (DRA), Detailed Assessment of Speed for Handwriting (DASH), Specialist SALT Assessments. We also have access to external advisors who are able to use the following assessment tools: Speech and Language, Emotional difficulties, Social difficulties, cognition and learning and physical and sensory needs.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined/revised if necessary. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional and different to what is normally available.

If the pupil is able to make good progress using these additional and different resources, but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in the identification of SEN is made, parents will be notified.

We will always ensure that all teachers and support staff who work with the pupils are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs/Education, Health and Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked a minimum of 3 times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. To view assessments we use at The Abbey School, please see list of assessments in section 2. Using these will make it possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show that adequate progress is being made, then the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good-quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered. *SEN Code of Practice (2014, 6.37)*

In The Abbey School, the quality of teaching is judged to be good. All staff receive regular CPD training in various areas of SEN as part of a whole-school programme.

We follow the Mainstream Core Standards:

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx

This is advice developed by Kent County Council to ensure that our teaching conforms to the best practice, which can also be found on the school's VLE.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one-to-one tutoring, precision teaching, mentoring, small group teaching, use of ICT software learning packages, speech and language therapy, functional skills groups and social communication groups. These are delivered by additional staff employed through funding provided to the school as 'notional SEN funding.'

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At The Abbey School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs/ Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made the following improvements as part of the school's accessibility planning;

New disabled access, family meeting rooms on the ground floor.

The suitability of the curriculum is constantly reviewed to ensure that the wide range of abilities and needs are met in consultation with Governors. Careful consideration is given to the allocation of resources to ensure that the appropriate support is given.

The Governing body has identified that the following aspects of the school need to be improved and has developed a 3-year plan which involves changes to the current B block. The plans will see the current B block extended to two storeys with a lift, which will ensure that 54% of curriculum space will be DDA-accessible.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year for resources for pupils with high needs, and above that amount the Local

Authority should provide a top up. (KCC's Schools Funding Forum is currently developing a system for this, which will be implemented in April 2015)

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at The Abbey School are available to pupils with special educational needs either with or without a statement of special educational needs/Education, Health and Care Plan. Where it is necessary, the school will use its own available resources) to provide additional adult support to enable the safe participation of the pupil in the activity.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At The Abbey School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance, PSHE, tutor time, student voice, peer mentors, prefects, social communication groups, life skills and indirectly through conversation adults have with pupils throughout the day.

For some pupils with the greatest needs, we also can provide the following: access to counsellors, mentor time with members of senior leadership team (Red Case system), external referral to CAMHs, time-out space for pupils to use when upset or agitated, pastoral support co-ordinators, peer mentors.

Pupils in the early stages of emotional and social development, because of their special educational needs, will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at The Abbey School is Mrs G A Parsons BA QTS – PGCE (Innovation in Education), who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination (Postgraduate Certificate in SEN Co-ordination and National Award for SEN Co-ordination).

Mrs G A Parsons is available on 01795 532633 or gaparsons@abbeychoolfaversham.co.uk

If unable to contact Mrs Parsons, a message can be left with Mrs F Holliday on 01795 532633 or fholliday@abbeychoolfaversham.co.uk

Mrs S Frorath can be contacted for information on our ASD resourced provision:

sfrorath@abbeychoolfaversham.co.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training: ASD/Asperger's, Dyslexia, Dyscalculia, Dyspraxia, ADD, ADHD and GLD (Global Learning difficulties). They have also received specialist training from the educational psychologists and speech and language therapist.

In addition, the following teachers and support staff have received the following enhanced and specialist training: Mrs S Frorath is the Head of the school's resourced Autism Centre and is recognised as an authority on mainstream autism, Certificate in relationship and sex education for SEN; Mrs R Simmons – Dyslexia (PGCE in SPLD/ Dyslexia), Advanced Cert EAL practice, Irlen Syndrome Screener; Mrs J Miles – Irlen Syndrome Screener; Mrs L Hart – SALT; Mrs K Tanner – Diploma in Therapeutic Humanistic Counselling with accreditation.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are: Meadowfield (special school), the educational psychologist, the speech and language therapist, occupational therapists, physiotherapists, and dyslexia specialists. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase it using the notional SEN funding, or seek it through loans. For highly specialist communication equipment, the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at The Abbey School are invited to discuss the progress of their children on 4 occasions per year and receive a written report 2 times per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this does not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map, which will be shared with parents 3 times per year.

If following this, normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to better address these needs. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made and the parent will

be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a Statement of SEN/Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at The Abbey School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class/subject teachers or form tutors, pastoral co-ordinators, Heads of year, Assistant Head Teacher, SENCO or Head of pastoral care, Deputy Head Teacher for upper or lower school or Head Teacher to resolve the issue before making the complaint formally to the Chair of the governing body.

If the complaint is not resolved after the governing body has considered it, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning services.
- A service level agreement with Educational Psychology service for 6 days per year.

- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential advice and support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000,

Office: 0300 333 6474 and

Minicom: 0300 333 6484

<http://www.kenttrustweb.org.uk/kpps>

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At The Abbey School, we work closely with the educational settings used by the pupils before they transfer to us, in order to seek the information that will make the transfer as seamless as possible. The school runs several elements to ensure smooth transition from year 6 to 7, including close liaison with primary SENCOs and class teachers, a transition day for all students, additional transition for vulnerable students, and a summer school.

We also contribute information to pupils' onward destination by providing information to the next setting and working closely with colleges, FE and apprenticeship schemes.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without Internet access should make an appointment with the SENCO for support in gaining the information they require.