



ABOYNE LODGE

PRIMARY

CREATIVE • CURIOUS • CARING

SEND and Inclusion Policy 2023/24

Compliance

Early identification of Special Educational Needs (SEN) is both an essential and positive process, resulting in prompt action to address individual difficulties. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 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)

The Special Educational Needs Co-ordinator (SENCo) at Aboyne Lodge has achieved the national award for SEN co-ordination (NASENCO award), is a member of the Senior Leadership team and is responsible for leading provision for children with SEND at Aboyne Lodge Primary School.

The SENCo is: Michelle Charsley

She can be contacted on the school email address - senco@aboyne.herts.sch.uk and telephone number 01727 849700.

Introduction

Aboyne Lodge JMI School is committed to providing all children with the greatest possible access to a broad and balanced education and giving each child the greatest opportunity to fulfil their potential. We do this by taking account of pupils' varied life experiences and needs and by having high expectations for all children. The needs, progress, achievements, self-esteem, attitudes and well-being of all our children matter.

Every teacher is responsible for leading the provision for all children in their class including those with SEND. Meeting this commitment involves planning inclusively and making personalised, but not necessarily separate, provision for children.

Aims and objectives

This is an inclusive school and we ensure that all pupils are included in every aspect of school life. We aim to encourage all children, regardless of their SEND, to make the best possible progress and we seek to remove the barriers to learning and participation that can hinder and exclude individual pupils, or groups of pupils. At Aboyne Lodge we believe learning should be a rewarding and enjoyable experience for everyone. Our teaching aims to equip children with the knowledge, skills and understanding necessary to make informed choices about the important things in their lives and to take responsibility for their own learning.

Our objectives are:

- To identify and provide for pupils who have SEND;
- To work within the guidance provided in the SEND Code of Practice 0 – 25 (September 2014);
- To work closely with parents and families as their knowledge, views, and experience are vital to the effectiveness of our provision to meet their child's needs;
- To provide a Special Educational Needs Co-ordinator who will lead the implementation of support for meeting children's SEND needs;
- To provide support and advice for all staff working with pupils with SEND.

Admission Arrangements

As part of our admissions policy, children will be admitted to the school without reference to ability or aptitude and in accordance with equal opportunities.

A child entering the school with a previously identified special need is added to the SEN Register and provision made according to his/her needs. Every effort is made to ensure continuity during such changes and to obtain information from previous schools.

Identifying Special Educational Needs

We believe that early identification of needs is both an essential and positive process, resulting in prompt action to make effective provision to improve long term outcomes for children. For some children, SEN can be identified at an early age but for others it only becomes evident as they develop. Slow progress and low attainment do not necessarily mean that a child has SEN and the school monitors all children closely to ensure that it monitors all aspects of children's performance to establish a clear picture of the whole child. If you have a concern about your child you should speak to the class teacher as soon as possible.

Children can be identified as having SEN in a number of ways:

- By parents and carers raising a concern with the teaching staff about their child's behaviour or progress;
- By your child making adults aware that they are experiencing difficulties or need further support;
- Through a referral from a GP, a Health Visitor, a paediatrician, the Speech and Language service, the Educational Psychology service or other specialist advisors; Through health assessments carried out by the School Nurse
- By class teachers and other school staff who identify pupils who are not making good progress in their learning;

The school assesses each pupil's skills and levels of attainment on entry, building on information from previous settings. We also consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers make regular and rigorous assessments of progress for all pupils and identify those making less than expected progress given their age and individual needs and circumstances. Where progress continues to be less than expected, despite high quality teaching targeted to match their needs, the class teacher will work with the family and the SENCo to determine whether their child has SEN. The school will then, in consultation with the child and their parents/family, gather information and evidence whilst continuing to put in place precisely designed and regularly monitored interventions to secure better progress.

When looking at SEN provision the four broad areas of need and support defined in the SEND Code of Practice (September 2014) are as follows:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In addition, the school considers other factors which may impact on progress and attainment such as: disability, attendance and punctuality, health and welfare, EAL, being entitled to PPG, being a looked after child, being the child of a member of the forces. The school aims to have a full understanding of the whole child in order to identify and plan appropriate provision matched to their needs.

Graduated approach to SEN Support

The National Curriculum is our starting point for planning a broad and balanced curriculum that meets the needs of individuals and groups of children. We meet these needs through:

- Removing or overcoming potential barriers to learning;
- Regular and rigorous assessment for individuals and groups of pupils;
- Planning for personalised learning matched to needs;
- Working together with parents and families to support their child's needs.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils are supported by other teaching staff such as teaching assistants and specialist teachers. High quality teaching, differentiated for individual pupils and groups is the first step in responding to pupils who have or may have SEN.

The Senior Leadership Team (including the SENCo) regularly review the quality of teaching for all pupils. This includes reviewing teachers' understanding of the most frequent SEN needs encountered and ensuring they have the support, training and development in place to equip them to plan for and support a range of needs.

The school implements the four stage graduated response cycle in order to meet individual needs:

ASSESS Regular and rigorous assessment of progress and needs by the class teacher, including information discussed with the child's family about progress, barriers to learning or other needs, will enable the precise design of learning opportunities and interventions in order to meet individual needs. Accurate assessment information is gathered and the pupil's progress is considered alongside expectations for their age and stage of development. Assessment and information from external specialists working with the child are also part of the whole picture of their needs.

The needs of the child are reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that there is a clear view of the interventions and the impact they are having. This stage can be triggered both by the school's concerns or the family expressing their concern to the school. In either case, it is essential that concerns are discussed openly with the family and that their information forms part of the overall assessment of needs.

PLAN The overall view of the child's needs including the assessment information is used to ensure that planning for support and intervention is precisely designed to match needs.

For pupils with SEN support, the class teacher or SENCo will discuss the needs and proposed provision with the parents and the pupil. This is recorded on the class provision map. The class teacher will ensure that the expected impact on progress, development or other barriers to learning are explained clearly. Parents can also expect the class teacher to explain how they can further support their child's progress at home.

DO The class teacher is responsible and accountable for the progress of pupils in their class, even where interventions and support are delivered away from the main class. The class teaching team, including the teaching assistants and other specialist support staff, work closely together to ensure that links are made between the work done as an intervention and the main class teaching and continually monitor, revise and review their arrangements to ensure that they are well matched to the child's needs and are having an impact on progress.

REVIEW Regular and rigorous review of the impact of support and interventions on the progress of the child is used to further revisit and refine plans for further support. Progress is reviewed regularly with the child and the family, so that they have a full understanding of the impact of the provision and are involved in the decisions about next steps. Provision map review meetings are held termly or as needed. Any changes to the provision are agreed with parents and adjustments made to the provision map where necessary.

Managing Pupils' needs on the SEN Register

Class Provision Map

The class teacher leads the provision for all children in their class and will follow the school's procedures for monitoring progress, identifying needs and co-ordinating precisely designed provision to meet those needs. A systematic approach of assessing, planning, implementing and reviewing is integral to the process of precisely meeting the needs of children with SEND.

The teacher will work closely to plan, monitor progress and constantly review and revisit the provision made to ensure that it is meeting your child's needs. An overview of all the provision in place for a class is recorded on a class Provision Map which is constantly reviewed and updated by the class teacher and SENCo and used as a working document to ensure that it reflects the current support in place.

The class teacher and the SENCo work closely together to review the class provision to ensure that it is precisely matched to need, barriers to learning are identified and tackled and the impact of the interventions is maximised.

SEN Register

The SENCo maintains the school SEN Register which is a list of the children placed in the following categories: Cause for Concern, SEN Support or EHCP. The register is updated once per term as a result of reviews by the class teachers with the Senior Leadership Team including the SENCo.

Pupil Progress Meetings

Once per term, each class teacher meets with the head and the Senior Leadership Team to discuss the progress of all children. This is the opportunity to discuss and review the support in place for the whole class including any concerns about progress, barriers to learning or other needs.

Cause for Concern

If a concern is raised by the teacher, the parents or the child about a child's progress or needs, the class teacher will discuss this with parents as soon as possible to gather further information in order to gain

a full understanding of the child's needs. If these concerns persist despite high quality teaching differentiated to meet the needs of the child, the class teacher will discuss the child with the SENCo and record the pupil as a Cause for Concern and will continue to monitor their progress very closely. For some children at this stage, the additional differentiation is sufficient to aid their progress.

SEN Support

The school will place a child in the category of SEN Support when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Assess, Plan Do, Review (APDR) Documents

APDRs are written for all children on the SEN register. These documents give a clear picture of the child's needs and the provision in place to meet these needs. Each term targets will be set and the class teacher will ensure that the expected impact on progress, development or other barriers to learning are explained clearly in a meeting with parents.

For children in the SEN Support category, the class teacher will keep parents informed of progress or continued concerns. Parents can also expect the class teacher to explain how they can further support their child's progress at home.

Parents will always be consulted and their consent obtained before the school involves an external specialist such as the Speech and Language service or the Educational Psychology service.

Education and Health Care Plan (EHCP)

For children who do not make good progress with the provision and support in place in the SEN Support category, the school and parents can work together to make a request to Hertfordshire County Council for an EHCP assessment. In exceptional circumstances when the needs of the child are considered extreme they will be issued with an EHCP. This is a detailed document outlining all the child's strengths and weaknesses. It details all the support needed to ensure the child is meeting his/her targets. It is put together after an assessment by external professionals and in collaboration with the parents and the SENCo. When an EHCP is issued professionals, along with parents and SENCo, will use the Hertfordshire banding tool to assess the needs of the child and assign a band to the EHCP. The band corresponds to the amount of funding the school will receive to help meet the child's needs.

Local High Needs Funding (LHNF)

For children on the SEN Register who need significant extra support but do not have an EHCP the school can make an application for Local High Needs Funding from Hertfordshire County Council. An application for this funding can only be made after discussion with parents' who will be asked to sign the application form.

Criteria for Exiting the SEN Register

The SEN Register is updated once per term as a result of reviews by the class teachers with the Senior Leadership Team including the SENCo. If these reviews result in the SEN category for a child being stepped down from SEN Support, such a decision will be based on information from the review of progress against the outcomes defined in the provision map and their impact on the needs of the whole child. The teacher will discuss this review with parents and agree the child's exit from the SEN Register as necessary. In some cases the child may remain at Cause for Concern before leaving the Register completely.

Supporting Pupils and Families

The Hertfordshire Local Offer for children with SEND can be found online at: <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

The Aboyne Lodge Primary School Offer and SEN information Report can be found on the school website. Admission arrangements can also be found there in the School Information section.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Supporting Pupils at school with Medical needs

Aboyne Lodge recognises that pupils at the 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 SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision. In this case, the provisions of the SEND Code of Practice (September 2014) are followed.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' (April 2014) and all medication is kept in a secure place and is only administered by designated people. If your child has medical needs, an individual care plan (ICP) will be written jointly with you to ensure that the school has a full understanding of your child's needs and that they are planned for. This plan is reviewed at least annually. All staff including at break and lunch time and in clubs are made aware of children's needs that will inform their provision.

Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision it offers for all pupils. This is an active process of continual review and improvement of provision and includes the following:

- Constant monitoring of the quality of teaching and support
- Regular and rigorous review of the impact of support and interventions
- Senior Leadership Team reviews of pupil progress each term.
- Parent Consultation evenings where parents review provision for their child with the class teaching teams
- Headteacher forum meetings where the Head Teacher seeks feedback from parents about the school's provision
- School Council meetings encourage pupils to have a voice about their activities in school
- Parent and pupil surveys which seek feedback about the school's provision

Training and resources

Within its overall budget the school has an amount identified as the notional SEND budget. The school ensures that it has the most effective level of support available to meet children's needs including teachers, Teaching Assistants, specialist equipment and books. The budget is also used to provide any professional development or specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold, additional top-up funding can be applied for through the local authority (Local High Needs Funding).

All staff joining the school have a comprehensive induction programme which include an introduction to SEND delivered by the SENCo to explain the provision and processes at the school.

We ensure that all members of our teaching teams receive the CPD they need in order to provide high quality teaching and learning. The weekly staff meetings are always focussed on an area of Continuous Professional Development (CPD) and we identify further training and development needs via the annual Performance Management process. Training is refreshed regularly and training opportunities planned so that staff have an up to date working knowledge to meet the needs of the children they are supporting.

All staff receive Safeguarding training which is updated regularly and the Headteacher and the SENCo are the Designated Senior Person (DSP) and the Deputy DSP for Safeguarding concerns. There are a number of trained first aiders and an established set of procedures for managing medical needs which are reviewed regularly.

Roles and responsibilities

Mr Keith Smithard: Head Teacher and Designated Senior Person for safeguarding, Designated Teacher for Looked after Children.

Mrs Michelle Charsley: Special Educational Needs Co-ordinator (SENCo) Deputy Designated Senior Person for Safeguarding, Mental Health Lead

Mrs Rebecca Jones: leader on PPG funded children.

SEN Governor: Mrs Nadine Farrar-Hockley

Teaching Assistants are managed by the class teacher they work with and their training and development is overseen by the SENCo.

Accessibility (See accessibility plan)

We make every effort to provide for children's differing needs and abilities and are careful to ensure that all children have the opportunity to do their best.

- Our school is easily accessible to disabled people, with ramps for doors where necessary and a lift for the stairs.
- We provide special diets for children who need them
- Translators and readers are made available for adults and children when needed
- Resources are modified to meet the needs of those with visual impairments.
- If you or your child requires any special arrangements, please discuss these with us.

Dealing with complaints (see also Complaints and Comments Policy)

Aboyne Lodge works hard to build positive relationships between all members of its school communities and for its values to be reflected in every aspect of its work.

It is acknowledged that sometimes a complaint will need to be made and the Complaints policy sets out the procedure which should be followed in such circumstances. This policy is available on the school website.