



Special Educational Needs Policy

This policy also applies to the EYFS

Updated	Review Date	Version
June 2023	June 2024	2023.01

Signed by John Line Board of Directors

Abercorn School

*This policy applies to all pupils in the school and
EYFS/Nursery*

***'Every teacher is a teacher of every child or young
person, including those with SEND'.***

School Setting – Abercorn School is a
non-selective independent school
for pupils of the age of 2-16 years.

Head of Learning Support/SENDCo: Laura Daniel

Including those with SEND, Abercorn School believes that:

- All pupils are entitled to high quality and well-planned teaching,
- All children have an entitlement to a broad and balanced curriculum,
which is differentiated to enable them to:
 - understand the relevance and purpose of learning activities
 - experience levels of understanding and rates of progress that bring feelings
of success and achievement
 - be part of the social life of the school.

**This policy should be read in conjunction with the English as an Additional Language,
Gifted and Talented, Equal Opportunities policies and three year accessibility plan**

1 Introduction

1.1 This policy was reviewed and updated in May 2023 with regard to the SEN and Disability Code of Practice (2014), The Children and Families Act (2014) and the Equality Act 2010.

1.2 At Abercorn School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils. Not all pupils with disabilities require learning support and not all pupils who require learning support meet the definition of disability and this policy covers all these pupils.

We provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers adapt teaching to set suitable learning challenges enabling access to the curriculum in response to children's diverse learning needs. Some children have barriers to learning or special needs, which means they need particular action by the school. Teachers will make provision to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities this includes making reasonable adjustments where required.

1.3 Children may have special educational needs or disabilities either throughout or at any time during their school life. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the learning need experienced by a child.

1.4 Recent legislation identifies that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

1.5 Abercorn school also provides for and recognises that at any time there may be pupils with other needs such as English as an additional language (EAL), and/or pupils who are 'gifted and talented' in one or more areas (see Abercorn School EAL policy and Gifted and talented policy).

2 Aims and objectives

2.1 The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified and assessed.
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of staff who provide for a child or young person's special educational needs
- to enable all children to have full access to all elements of the school curriculum
- to ensure that parents work with school to support their child's education
- to ensure that our parents and children have a voice in this process

3 Educational inclusion

3.1 In our school, we aim to offer excellence and choice to all children, whatever their ability or need. We have high expectations of them all. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- may need a range of different teaching approaches and experiences

3.2 Teachers respond to children's needs by: differentiated resources and strategies and/or support for children where necessary.

4 Special Educational Needs and Disability (SEND), Support

4.1 Children with special educational needs have learning requirements that call for special provisions to be made. Many children may have special needs at some time in their lives. Children can have a special educational need in any of the four areas of needs: speech, language and communication, cognition and learning; social, emotional, mental health and physical/sensory needs. They also have:

- significantly greater difficulty in learning than most children of the same age.
- a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 Many of the children who join us have already been in other educational settings. In some cases, children join us with their needs already assessed. All children are assessed throughout their school career with us. We use this information to assist in the development of an appropriate curriculum for all our children. The school must be made aware of children's needs and any relevant professional reports must be shared during the application process.

4.3 Abercorn School takes a whole school approach to the provision for pupils with SEN through the graduated approach: **assess, plan, deliver/do, review** to ensure that all children achieve their potential.

4.4 Before identifying a child as needing SEND support the class teacher, with the SENDCo will establish a clear analysis of the pupils needs. The SENDCo will aid in carrying

out further assessments of the child's needs if necessary. If our assessments show that a child has a special educational need, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer support that is different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENDCo, if not already involved, will become so if the teacher and parents feel that the child would benefit from further support. The following assessment will take part in school:

- In class observations
- In house informal assessments
- Regular discussion between class teacher and SENDCo

4.5 The SENDCo:

- Manages the day-to-day operation of the policy
- Supports and advises colleagues

4.6 Where SEN support is required, we will create an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term as part of the 'assess, plan, do review record process'. The IEP will be distributed to specialist staff involved in teaching the child, so that they are fully aware of the child's needs or learning differences.

If the IEP review identifies that support is needed from outside services, we will meet with parents to recommend further action. The school will provide parents with a list of external agencies so that they are able to select the most appropriate professional advice and support. This may lead to additional strategies being implemented. External support services will provide information for the child's IEP or they may create their own support plan. Specialist recommendations will, wherever possible, be implemented within the child's normal classroom setting. In some cases, support from an outside agency is required for example, speech therapy. In such cases, these sessions can take place within the school setting.

4.7 Teachers use a range of strategies to meet children's special educational needs.

- Teachers plan and adapt teaching to enable children with special educational needs full access to the curriculum for example: giving children longer processing times, enlarged/highlighted text, pre-teaching information and vocabulary; chunking instructions and multisensory representation of staff support,

- Teachers use formative and summative assessment to inform the next stage of learning.
- Planning for children's full participation in learning including motivational strategies and context; additional time and strategies to enhance learning and retention
- helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping pupils to manage their emotions and mental health particularly trauma or stress, and to take part in learning.

4.8 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation inside or outside the classroom.

5. Allocation of Resources

5.1 The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school.

5.2 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

5.3 The class teacher and the Head of Learning support/SENDCo discuss and monitor the children's progress in line with existing school practices. This is an ongoing process.

5.4 The Head of Learning support/SENDCo works closely with parents and teachers to plan an appropriate programme of support.

5.5 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. Some pupils may be allowed 'access arrangements' such as: additional time or use of a supportive resource such as a laptop or 'reader pen' where this has been identified and recommended by an external professional such as an Educational Psychologist

6. Partnership with parents

6.1 The school works closely with parents in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

6.2 Parents of children with IEPs are made fully aware of their child's needs, and are fully involved in supporting their child in the provision they receive.

6.3 The Head of Learning support/SENDCo and individual teachers are always available to meet with parents to discuss this policy and its application to a pupil with learning support needs.

6.4 We have a meeting each term to share the progress of children receiving learning support with their parents. This may or may not be during Parent Teacher evenings. We share the process of decision-making by providing clear information relating to the education of children with special educational needs.

7. Pupil participation

7.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage through to Year 8 recognises the importance of children developing social as well as educational skills.

8. Monitoring and review

The Head of Learning support/SENDCo monitors the progress of children within the Learning Support system in school.

- The Head of Learning support/SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The Head of Learning support/SENDCo may support teachers involved in drawing up Individual Education Plans (IEPs) for children.

9. Admissions

9.1 Abercorn School will discuss a child's needs with parents and relevant professionals. Children with special educational needs and/or disabilities and children for whom English is an additional language, are not placed at a disadvantage in comparison with other pupils. Abercorn School will discuss thoroughly with parents and relevant professionals the adjustments that can reasonably be made by the school so that it is clear what is and what is not possible. It is important that schools are made fully aware of a child's needs during the application process.

9.2 Education Health Care Plans (EHCPs): In accordance with the school's admissions policy in respect of an application for a place for a pupil with SEND, including a pupil with an EHCP, the school will have regard as to whether:

- the application is suitable for the age, ability, aptitude or SEN of the child or young person, or
- the admission of the child or young person there would be compatible with the efficient education of others, or the efficient use of resources

(SEND Code of Practice, 2015)

10. Support for improving emotional and social development

- We provide support for pupils to improve their emotional and social development in the following ways:
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships

11. Bullying can disproportionately affect children and young people with SEND. Some special educational needs and disabilities can make it more difficult for children with SEND to communicate their experience. Parent views and student voice collected in a variety of ways, education, teacher communication and safeguarding are important mechanisms to combat bullying. Abercorn School has a zero tolerance approach to bullying. Please read this document in conjunction with Abercorn Schools Anti-Bullying Policy. Refer to Abercorn school anti bullying policy.

12. Supporting pupils moving between phases and preparing for adulthood We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

13. Contact details for raising concerns

In the first instance please contact the Head of Learning Support/SENDCo, Laura Daniel. Should you require further information your concerns should be directed to a member of the Senior management Team: Miss Rebecca Stewart (Early Years, nursery and Foundation Stage, Abercorn Place).

14. Word Processor

Children with SEND are able to use a Word Processor to access the curriculum including for accessing public examinations where appropriate and in accordance with the JCQ guidelines published in the year of the examination. For the Word Processor Policy, please see Abercorn Examinations policy.

15. Access Arrangements for General Qualifications

Our access arrangements procedures comply with the current JCQ Publication Access Arrangements Regulations and Reasonable Adjustments Policy for Access Arrangements for general qualifications to be read from Abercorn Examinations Policy.

16. Appointment of assessors of candidates with learning difficulties for General Qualifications

To be read from Abercorn Examinations Policy 'Access Arrangements and Reasonable Adjustments' Section 'Appointment of Assessor'

17. Contact details for raising concerns

In the first instance please contact the Head of Learning Support/SENDCo, Laura Daniel. Should you require further information your concerns should be directed to a member of the Senior management Team: Miss Rebecca Stewart (Early Years, Nursery and Foundation Stage, Abercorn Place); [Laurence Séguier](#) (Preparatory and Senior stages, Paddington Street).

18. The role of the Board of Directors

- The Board of Directors has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- The Directors aim to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.
- The Board of Directors has identified the High Mistress as having specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the High Mistress. She ensures that all those who teach a pupil with a special educational need are aware of those needs.
- The High Mistress ensures that all Directors are aware of the school's Learning Support provision, including the deployment of funding, equipment and personnel.

Policy reviewed by Laura Daniel (Head of Learning Support), June 2023